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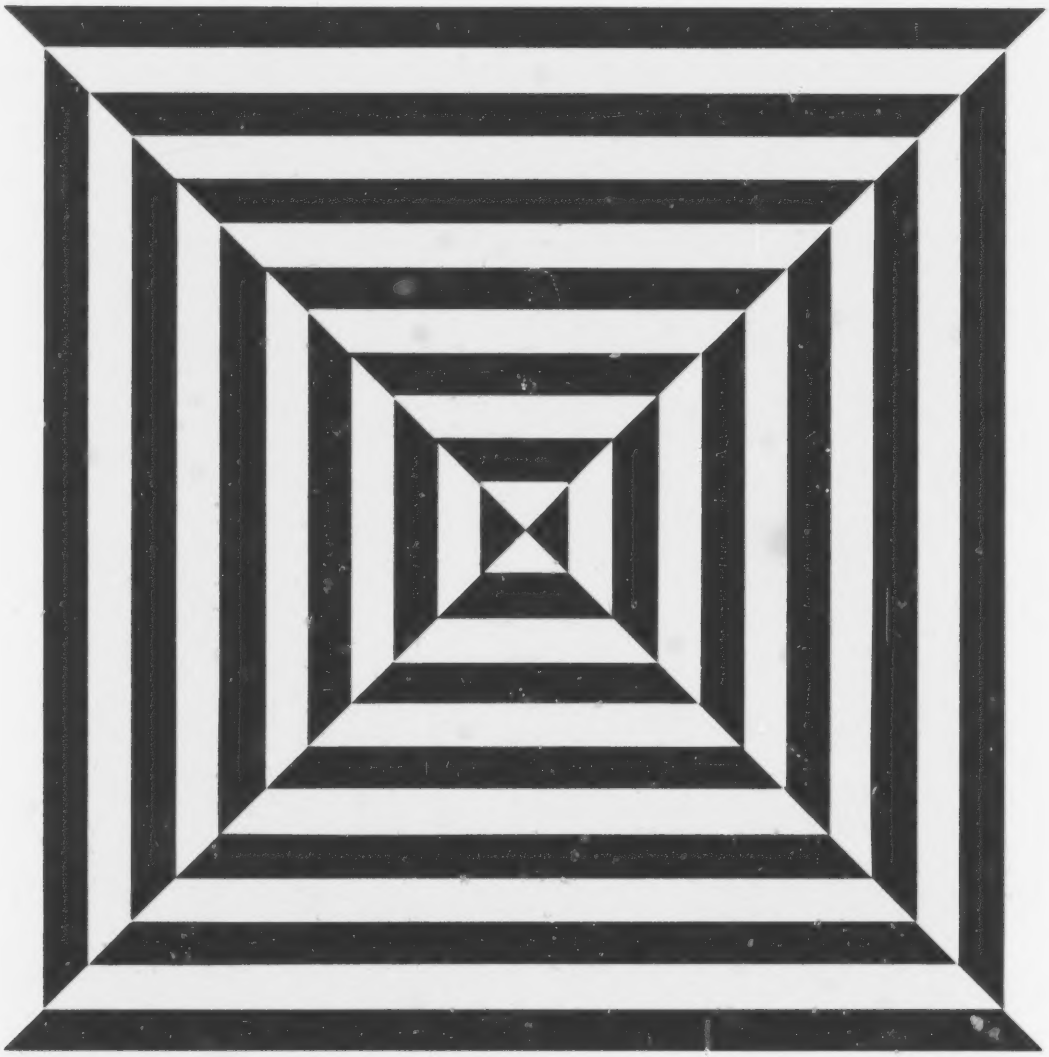
An Analysis of Travel by Academic Scientists and Engineers to International Scientific Meetings in 1979-80

Frank J. Atelsek and Irene L. Gomberg



HIGHER EDUCATION PANEL REPORT, NUMBER 50
AMERICAN COUNCIL ON EDUCATION

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Any opinions, findings, and conclusions or recommendations
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Special gratitude goes to the HEP campus representatives and the 814 department heads who responded to the survey.

Background

The National Science Foundation is an important source of support for travel to international scientific meetings by academic scientists and engineers. This survey was designed to examine how NSF's International Travel Grant Program might be revised to better meet international travel needs of faculty in American universities. The survey results provide information about the extent of participation in international scientific meetings and the sources of travel support. The survey also provides insight into department heads' perceptions of the professional benefits derived from attending such meetings.

Methods Summary

The Higher Education Panel is a continuing survey research program created in 1971 by the American Council on Education to conduct specialized surveys on topics of current policy interest to the higher education community and government agencies.

The Panel is a stratified sample of 760 colleges and universities drawn from the population of more than 3,000 higher education institutions listed in the National Center for Education Statistics' Education Directory. All institutions in this population are grouped in terms of the variables constituting the Panel's stratification design, which is based primarily on type (university, four-year college, two-year college), control (public, private), and size (full-time-equivalent enrollment). For any given survey, either the entire Panel or an appropriate subgroup may be used.

The present survey (see Appendix A) was mailed on May 2, 1980, to the 181 public and private universities within the Higher Education Panel. Two of the surveyed institutions were subsequently dropped (one had none of the applicable science and

engineering departments, and the other was not structured along departmental lines), thereby reducing the group surveyed to 179 universities. Usable responses were received from 166, or 93 percent of the institutions surveyed.

The questionnaire was directed to department heads in six science and engineering fields. If there was no general biology department, the largest other life science department was asked to respond.

Data from responding universities were statistically adjusted to represent the entire eligible population of 184 universities and their 1,002 applicable science and engineering departments.

Thus, the data from this survey represent the following six fields at public and private universities:

Types of Departments	Number
Biology (or other life sciences)	183
Chemistry	182
Mathematics	184
Physics	182
Electrical engineering	135
Mechanical engineering	136

Appendix B presents the stratification design for weighting the survey responses to national estimates, as well as a comparison of respondents and nonrespondents.

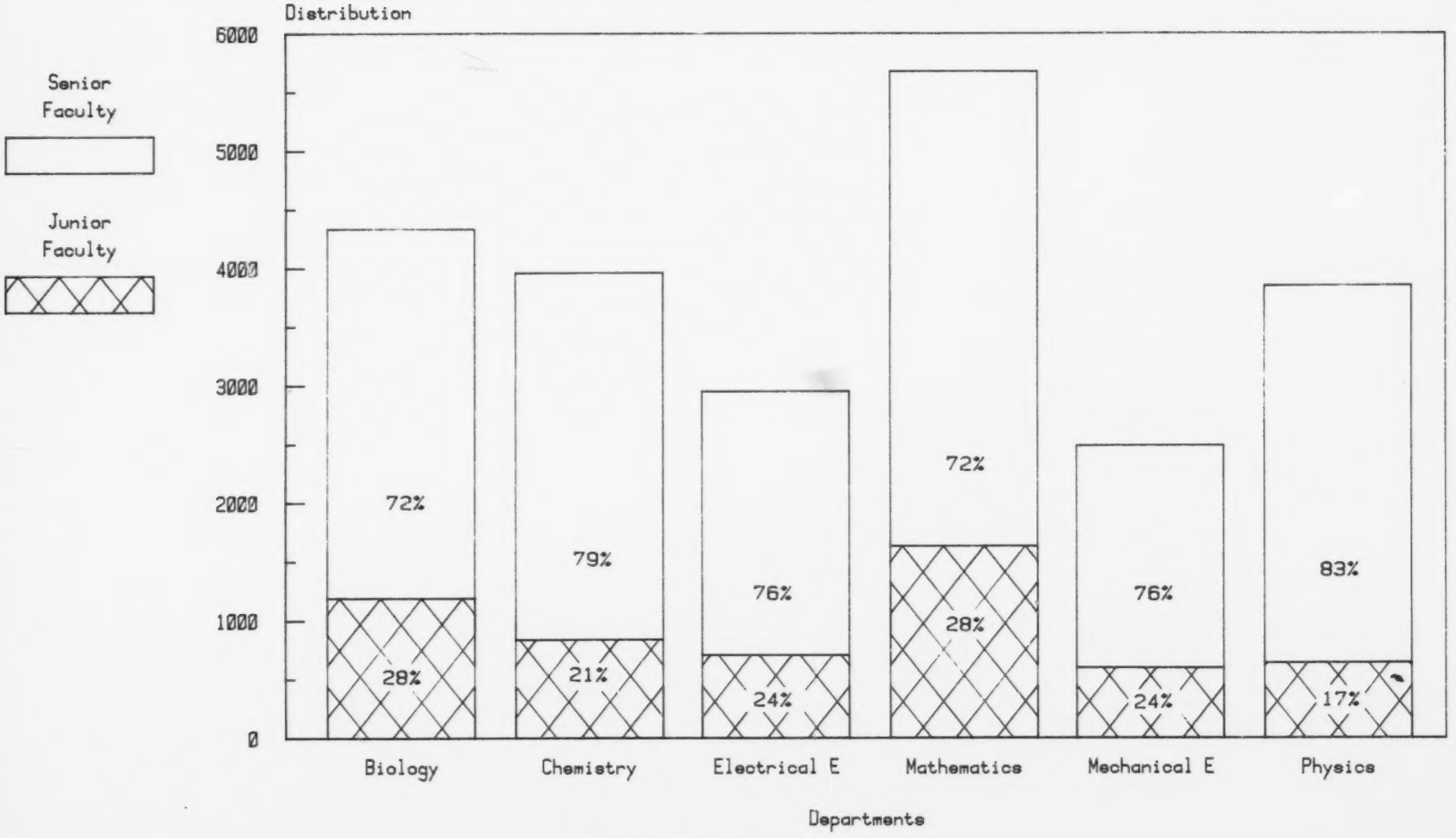
Findings

Extent of Faculty Participation

The six selected science and engineering departments at the 184 public and private universities included in this survey had a 1979-80 academic year complement of nearly 23,300 full-time faculty members, three-fourths of whom were designated as senior faculty (table 1). Figure 1 shows how the faculty was distributed among the six fields covered in the survey. It also shows the proportion of junior and senior faculty in each type of department.

Fig. 1. Distribution of Full-Time Faculty

All Universities, 1979-80



Although the data are not exactly comparable to those collected in our earlier surveys[1], there does appear to be a consistency among different surveys of faculty composition. Physics, for example, continues to show below-average representation of junior faculty members; mathematics continues to show an above-average representation.[2]

During the 1979-80 academic year, the faculty members covered by the survey made a total of 4,800 trips abroad to attend international scientific meetings. On average, for every 100 of their number the full-time senior faculty made 23 trips. The corresponding number for junior faculty was 13 trips. Figure 2 shows this greater rate of travel for senior faculty holds without exception for all fields included in the survey. In general, both the junior and senior faculty at private universities reported somewhat more travel to such meetings than did their counterparts at public universities.

Among the six types of departments covered in the survey, electrical engineering faculty were the most frequent travelers to international scientific meetings (26 trips per 100 faculty) and the mathematics faculty the least frequent travelers (15 trips per 100 faculty).

Another perspective on the extent of travel is provided in figure 3, which shows average trips per department. Overall, 4.9 person-trips was the average during 1979-80. Junior faculty accounted for 15 percent of departmental travel or .8 trips per department. In short, junior faculty made less than one-sixth of the trips but comprised

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[1]The present survey is confined to public and private universities and the previous studies covered all Ph.D.-granting institutions.

[2]Frank J. Atelsek and Irene L. Gomberg, Young Doctoral Faculty in Science and Engineering: Trends in Composition and Research Activity, Higher Education Panel Report No. 43, February 1979.

Frank J. Atelsek and Irene L. Gomberg, Young Doctorate Faculty in Selected Science and Engineering Departments, 1975 to 1980, Higher Education Panel Report No. 30, August 1976.

Fig. 2. Number of Person-Trips per 100 Full-Time Faculty

All Universities, 1979-80

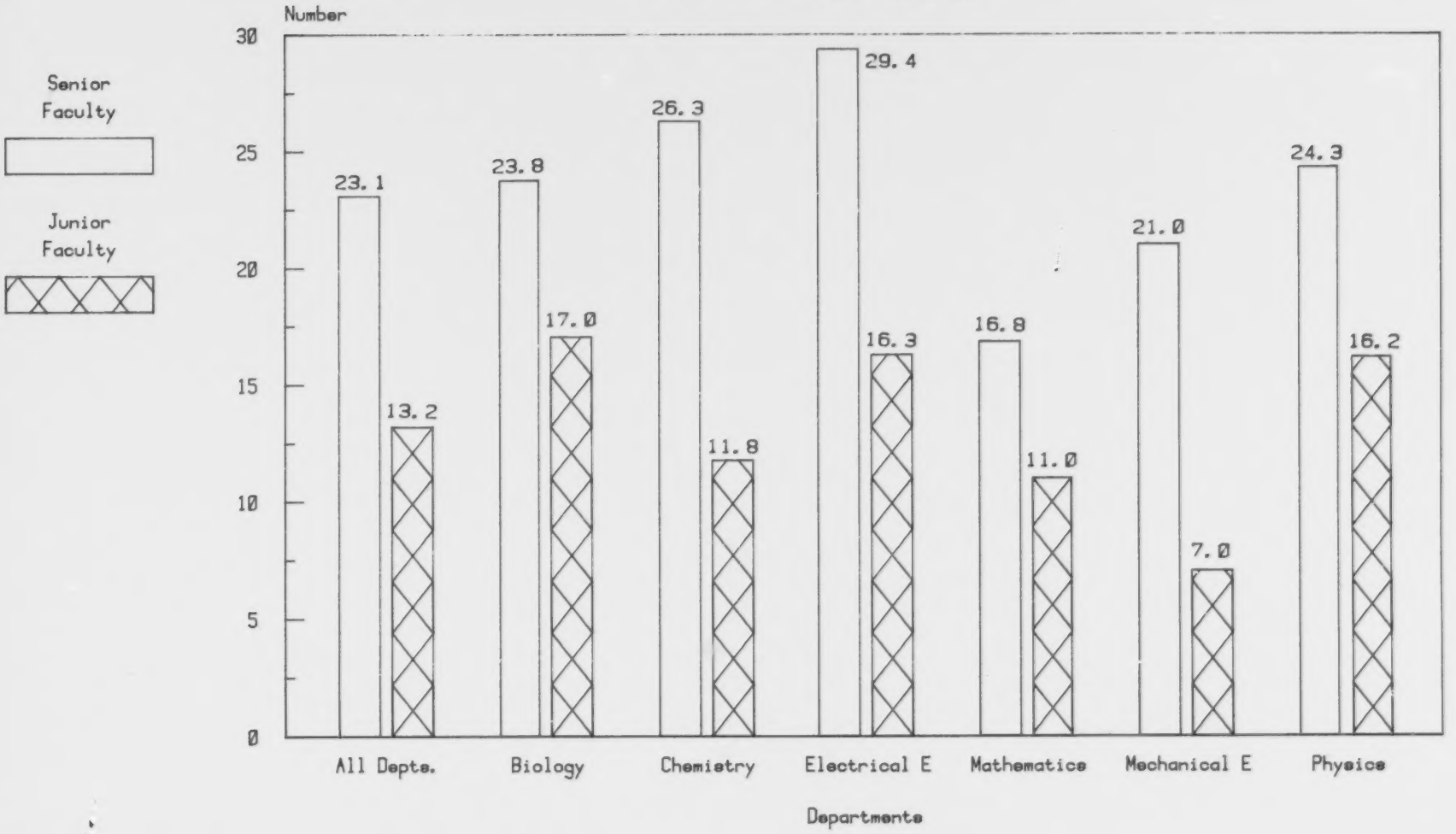
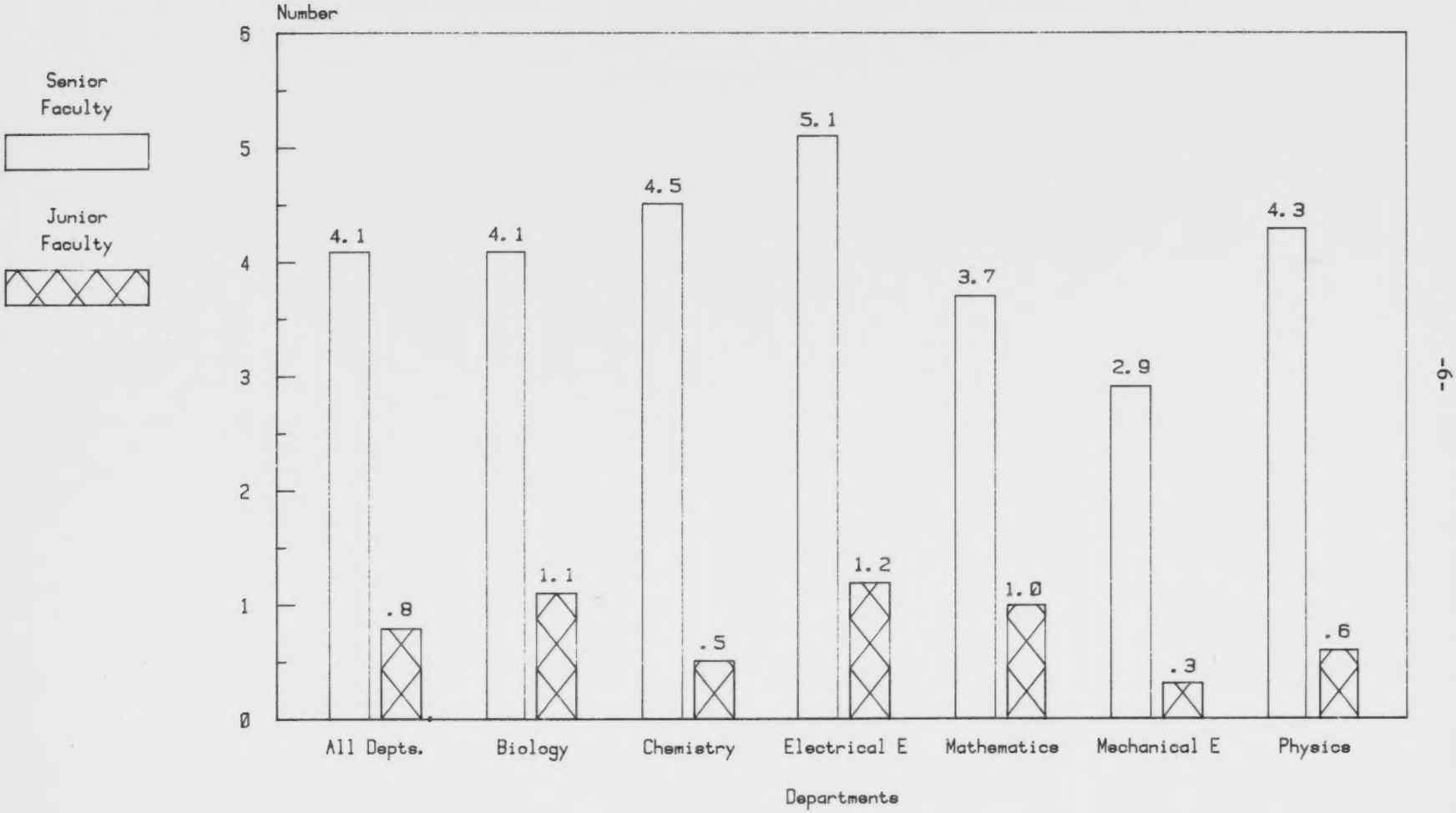


Fig. 3. Number of Person-Trips per Department

All Universities, 1979-80



almost one-fourth of the faculty in these departments. Figure 3 also shows that the split between junior and senior travel was much greater in some fields than in others. For example, junior faculty members in mathematics and biology made more than one-fourth of the trips whereas in chemistry and mechanical engineering they accounted for only about one-tenth of such international travel.

Expenditures and Sources of Funds

Department heads were asked to approximate the total dollars expended within their departments during one academic year (1979-80) for attendance at international scientific meetings. It was estimated that these expenditures totaled $5.8 million at the 184 universities represented in the survey. As shown in figure 4, the funds expended for these purposes during that academic year averaged about $1,200 per person-trip.

Among the six types of departments covered in the survey, average expenditures per person-trip were highest for electrical engineering departments at private universities ($1,610) and lowest among the mathematics departments, also at private universities ($659).

Figure 5 profiles these travel expenditures according to their source. Overall, the travel expenditures were supported by the following sources:

	Percentage
Federal	49
Institutional	17
Personal	12
Other	22

Figure 5 shows several substantially divergent distributions of funding sources among the six types of departments. (See also table 2.) Physics departments, for example, drew an above-average proportion of their funds from federal sources (about 60 percent) and a lower-than-average proportion from personal and other funds. In contrast, the mathematics departments were below-average users of federal funds (34 percent) and above-average in the use of personal funds (27 percent).

Fig. 4. Average Cost per Person-Trip

All Universities, 1979-80

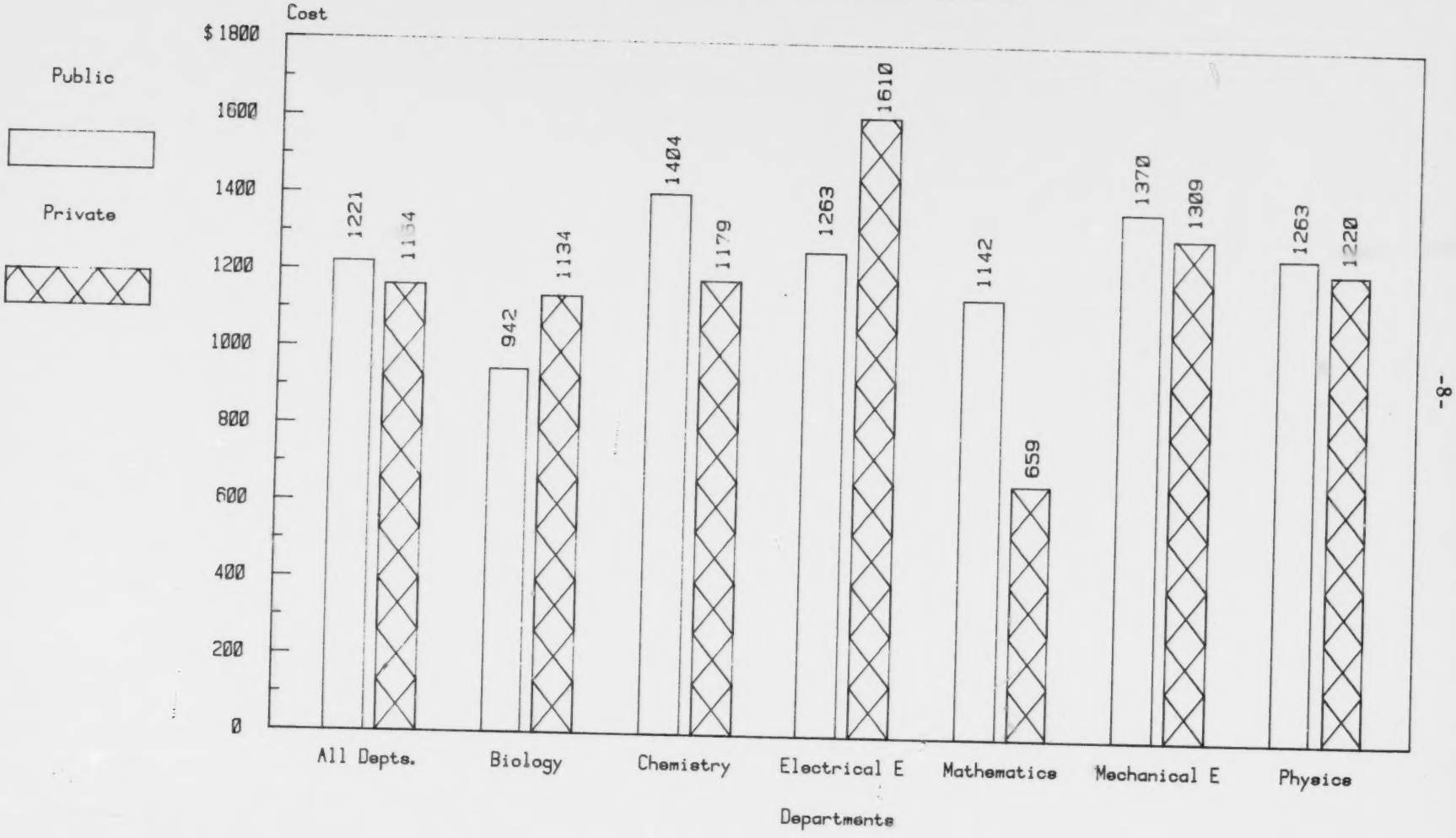
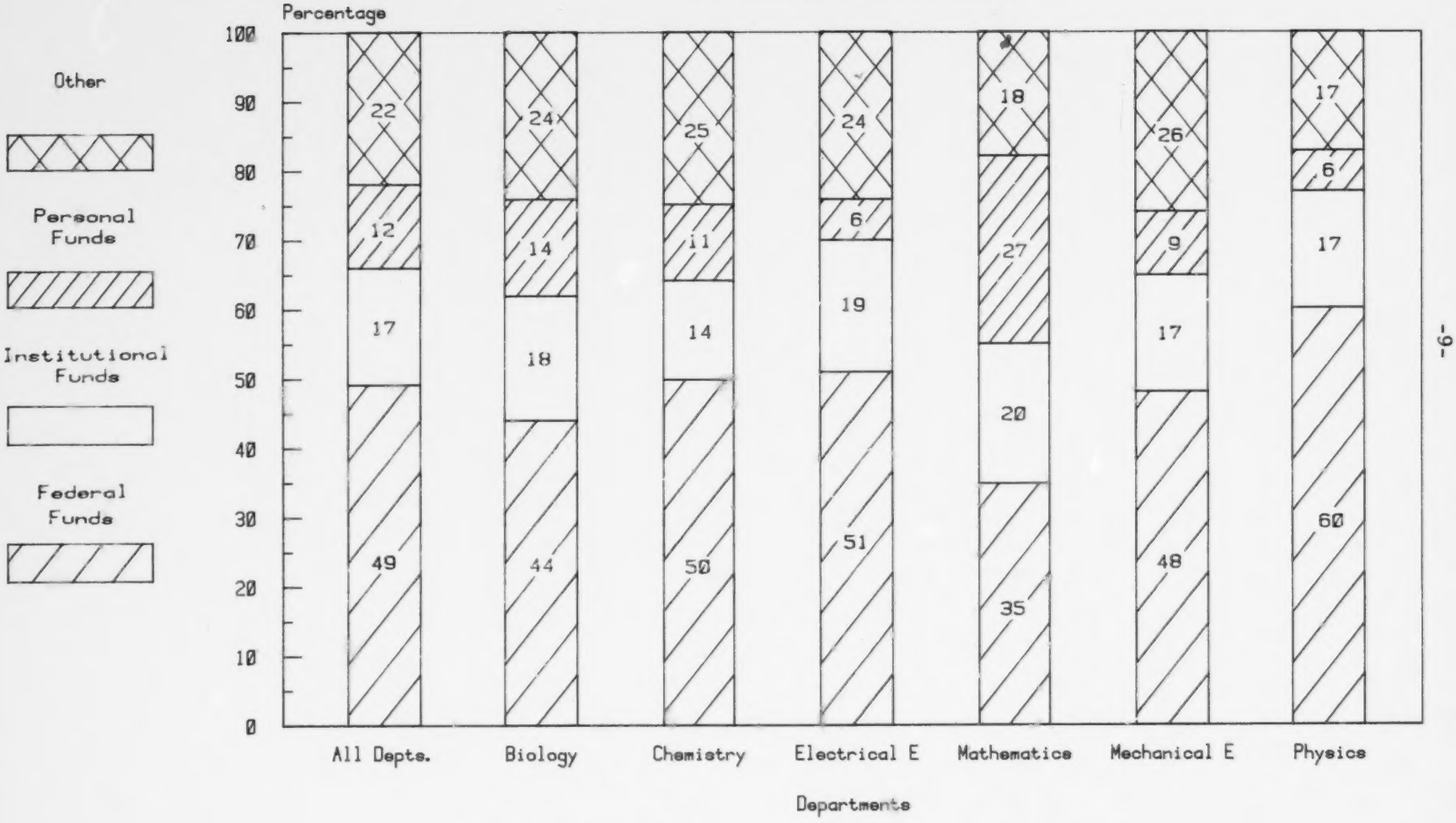


Fig. 5. Percentage Distribution of International Travel Expenditures, by Source of Funds

All Universities, 1979-80



Opinions about Federal Funding

The survey also asked the department heads' opinions about the adequacy and mix of federal funding in their disciplines for travel to international scientific meetings. Table A (abstracted from table 3) summarizes the responses to this query. Overall, 57 percent of the department heads thought the level of federal funding was adequate. Thirty percent, however, expressed reservations about the mix of faculty recipients, even though total funding was believed adequate. Most of these believed more opportunities for participation should be given to the younger scientists.

Table A
Views of All Department Heads of
Adequacy of Federal Support for International Travel

Level of Federal Support	Responses (percent)
Support is adequate:	57
Good mix of younger and established scientists	(27)
More opportunities should be given to younger scientists	(24)
More opportunities should be given to established scientists	(6)
Support is inadequate: more funds are needed even if at the expense of research	20
Support is too high: some funds should be reallocated to research	2
Other comments	17
Do not know	4
Total	100

About one-fifth of the department heads were dissatisfied with the level of federal support for travel to international meetings, but only a few (2 percent) thought there was too much support and that some funds should be reallocated to research.

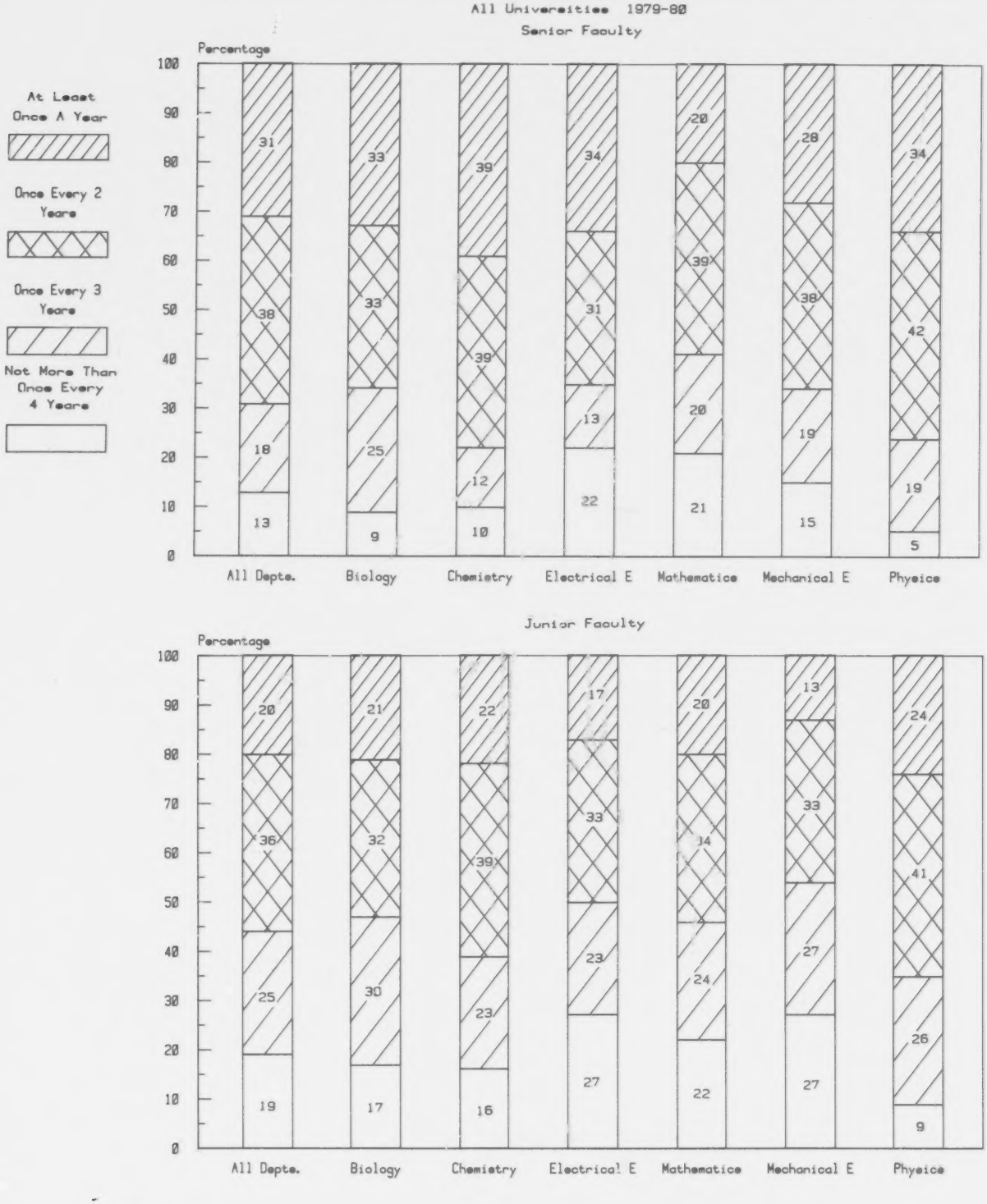
Almost all of the dissatisfied group contended that federal support was so inadequate that more funds should be made available even if at the expense of research funding.

Optimal Frequency of Travel

In addition to the data about actual attendance, department heads were also asked their opinions about optimal participation of their junior and senior faculty at international scientific meetings from the standpoint of gain to the department and the faculty. Figure 6 summarizes their assessments. In general, they viewed frequent attendance (at least once a year) as more important for senior faculty than for junior faculty (31 percent and 20 percent respectively). As the figure also shows, however, a substantial proportion of department heads thought that attendance should be relatively infrequent. Forty-four percent thought attendance not more than once every three years was ample for junior faculty. For senior faculty the same limitation was endorsed by 31 percent of the department heads. (See also table 4).

Views about optimal attendance varied considerably among the six fields covered in the survey. The patterns of differences closely followed each field's report of actual travel, although the optimums expressed were consistently higher than actual average attendance. Relatively frequent attendance for senior faculty was consistently viewed as more important by department heads in each field although the optimums also differed considerably. In chemistry, for example, almost two-fifths of the department heads thought that senior faculty should attend international scientific meetings at least once a year. In mathematics, however, only one-fifth of the department heads endorsed such frequent attendance. There were also wide variations by field among department heads who endorsed relatively infrequent attendance of senior faculty. In electrical engineering 22 percent of the department heads thought that attendance not more than once very four years was adequate. In the field of physics the comparable proportion was less than 5 percent.

Fig. 6. Percentage Distribution of Selected Department Heads' Opinions of Optimal Frequency of International Travel


All Universities 1979-80
Senior Faculty
Percentage
At Least Once A Year
Once Every 2 Years
Once Every 3 Years
Not More Than Once Every 4 Years
All Depts. 31 38 18 13
Biology 33 33 25 9
Chemistry 39 39 12 10
Electrical E 34 31 13 22
Mathematics 20 39 20 21
Mechanical E 28 38 19 15
Physics 34 42 19 5
Junior Faculty
Percentage
All Depts. 20 36 25 19
Biology 21 32 30 17
Chemistry 22 39 23 16
Electrical E 17 33 23 27
Mathematics 20 34 24 22
Mechanical E 13 33 27 27
Physics 24 41 26 9

Professional Benefits

Opinions were also solicited about the chief professional benefits to be derived from attending international scientific meetings (figure 7, table 5). Of the six benefits listed in the questionnaire and summarized in figure 7, department heads indicated that two were predominant: first, more complete and timely acquisition of scientific and technical information than is otherwise possible (43 percent), and second, stimulating innovation and new lines of investigation for faculty members (36 percent). The third-ranked benefit, which was endorsed as most important by one out of ten department heads, was that participation contributes to the professional reputation of the attending faculty member. Interestingly, only 1 percent of the department heads indicated that improvement in the quality of faculty teaching was the chief benefit of participation.

In summary, department heads viewed the benefits to be primarily informational and stimulative in nature. Fewer than 1 percent indicated that they could see no important professional benefits to faculty from international scientific meetings.

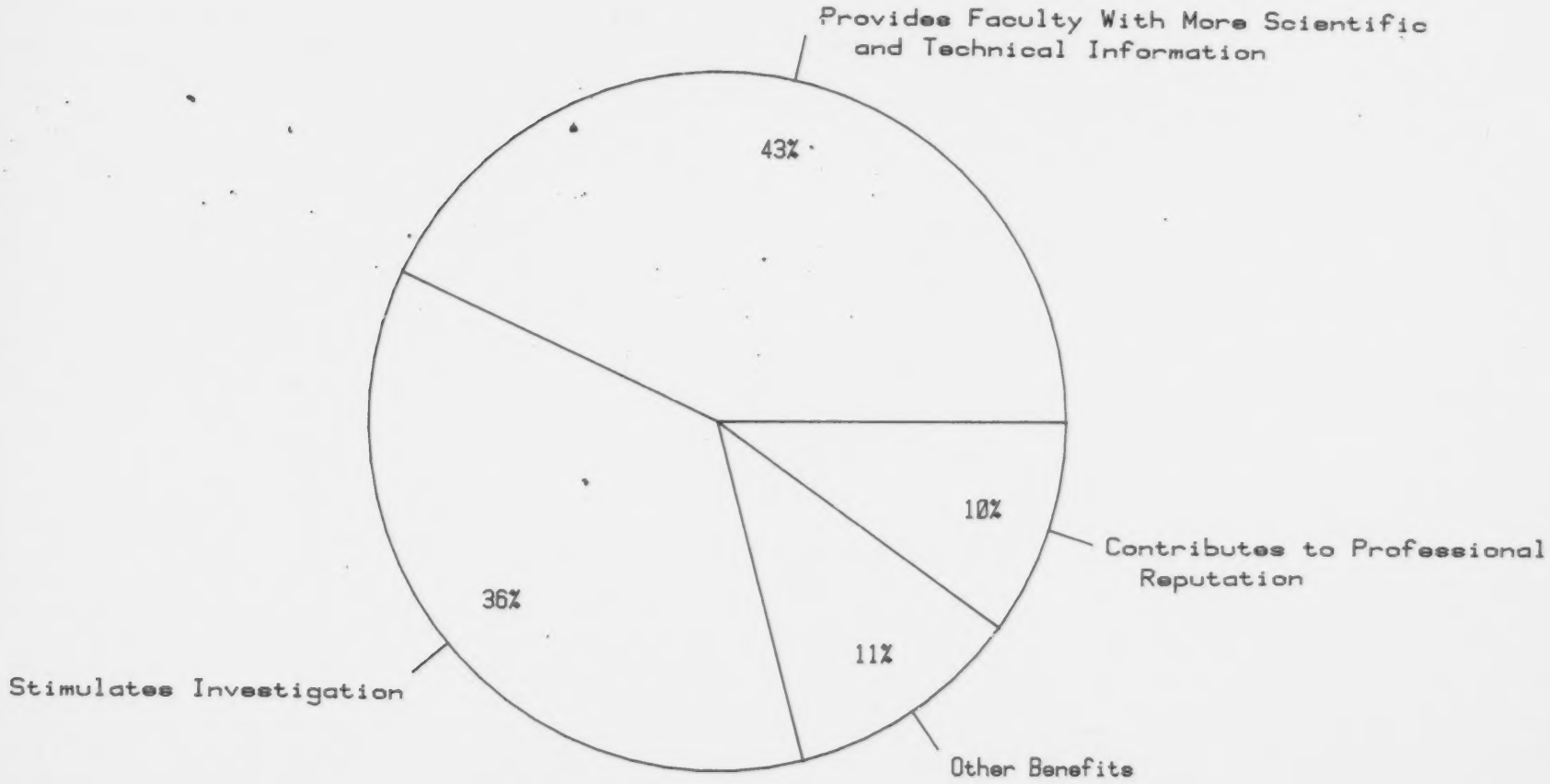
Meeting Format

Department heads were also asked to express their views of the kind of meeting format which was generally the most productive at international scientific meetings. Of the three formats listed in the questionnaire they tended to choose one that was moderately structured (table 6).

Only 8 percent preferred the highly structured program consisting primarily of invited papers, usually by well established scientists. At the other extreme, relatively few (15 percent) endorsed an unstructured type of program which would consist mainly of short presentations by all or most attendees and interactive discussion, with few if any formal papers presented. Rather, the preponderant majority (77 percent) endorsed as most productive a program consisting of a combination of invited and contributed papers.

Fig. 7. Percentage Distribution of Selected Department Heads' Opinions About the Chief Professional Benefit of International Travel

All Universities, 1979-80



BASIC REPORT TABLES

Survey Population

Departments	All Universities (N=184)		Public Universities (N=112)		Private Universities (N=72)	
	N	%	N	%	N	%
Biology	183	100.0	111	60.6	72	39.4
Chemistry	182	100.0	112	61.5	70	38.5
Electrical Engineering	135	100.0	94	69.6	41	30.4
Mathematics	184	100.0	112	60.9	72	39.1
Mechanical Engineering	136	100.0	94	69.1	42	30.9
Physics	182	100.0	112	61.5	70	38.5
Total	1,002	100.0	635	63.4	367	36.6

Table 1

Full-Time Faculty at Selected Science and Engineering Departments and Travel to International Scientific Meetings Held Abroad, 1979-80

TOTAL UNIVERSITIES (N=184)

Department	Full-Time Faculty (A) Total N	Total %	% Junior	% Senior	Number of Person-Trips (B) Total N	Total %	% Junior	% Senior	Person-Trips per 100 Faculty (B/A) Junior	Senior
Biology	4,329	100.0	27.7	72.3	947	100.0	21.5	78.5	17	24
Chemistry	3,958	100.0	21.2	78.8	918	100.0	10.8	89.2	12	26
Electrical engineering	2,950	100.0	24.0	76.0	774	100.0	14.9	85.1	16	29
Mathematics	5,685	100.0	28.5	71.5	861	100.0	20.7	79.3	11	17
Mechanical engineering	2,494	100.0	24.1	75.9	439	100.0	9.6	90.4	7	21
Physics	3,845	100.0	16.7	83.3	881	100.0	11.8	88.2	16	24
Total	23,262	100.0	24.1	75.9	4,819	100.0	15.4	84.6	13	23

PUBLIC UNIVERSITIES (N=112)

Department	Full-Time Faculty (A) Total N	Total %	% Junior	% Senior	Number of Person-Trips (B) Total N	Total %	% Junior	% Senior	Person-Trips per 100 Faculty (B/A) Junior	Senior
Biology	2,964	100.0	27.3	72.7	564	100.0	22.9	77.1	16	20
Chemistry	2,762	100.0	20.6	79.4	637	100.0	10.5	89.5	12	26
Electrical engineering	2,008	100.0	23.4	76.6	479	100.0	12.5	87.5	13	27
Mathematics	4,142	100.0	27.1	72.9	532	100.0	18.9	81.1	9	14
Mechanical engineering	1,795	100.0	26.2	73.8	261	100.0	11.9	88.1	7	17
Physics	2,530	100.0	15.0	85.0	582	100.0	9.8	90.2	15	24
Total	16,201	100.0	23.6	76.4	3,055	100.0	14.6	85.4	12	21

PRIVATE UNIVERSITIES (N=72)

Department	Full-Time Faculty (A) Total N	Total %	% Junior	% Senior	Number of Person-Trips (B) Total N	Total %	% Junior	% Senior	Person-Trips per 100 Faculty (B/A) Junior	Senior
Biology	1,365	100.0	28.6	71.4	383	100.0	19.6	80.4	19	32
Chemistry	1,196	100.0	22.5	77.5	281	100.0	11.1	88.9	12	27
Electrical engineering	943	100.0	25.3	74.7	295	100.0	18.6	81.4	23	34
Mathematics	1,543	100.0	32.4	67.6	329	100.0	23.7	76.3	16	24
Mechanical engineering	699	100.0	18.9	81.1	177	100.0	6.2	93.8	8	29
Physics	1,315	100.0	19.9	80.1	299	100.0	16.1	83.9	18	24
Total	7,061	100.0	25.4	74.6	1,764	100.0	16.9	83.1	17	28

Table 2

Average Amount and Source of Funds for Travel to International Scientific Meetings Held Abroad at Selected Science and Engineering Departments, 1979-80

TOTAL UNIVERSITIES (N=184)

Travel Funds	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Average amount	$5,776	5,279	6,732	8,007	4,483	4,335	6,047
Percentage distribution of sources:							
Federal funds	48.9	44.4	49.5	52.2	34.1	47.9	59.8
Institutional funds	17.2	18.0	14.3	18.6	20.1	16.6	16.8
Personal funds	11.5	13.5	10.8	5.7	27.4	9.4	6.1
Other	22.3	24.1	25.4	23.5	18.4	26.1	17.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PUBLIC UNIVERSITIES (N=112)

Travel Funds	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Average amount	$5,875	4,788	7,982	6,442	5,430	3,808	6,571
Percentage distribution of sources:							
Federal funds	47.0	40.5	51.1	53.2	28.8	39.4	58.7
Institutional funds	20.0	23.2	15.7	20.8	22.8	21.9	19.1
Personal funds	13.2	16.0	10.6	6.1	33.0	10.5	6.2
Other	19.8	20.3	22.6	19.9	15.4	28.2	16.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PRIVATE UNIVERSITIES (N=72)

Travel Funds	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Average amount	$5,596	6,036	4,731	11,592	3,011	5,515	5,210
Percentage distribution of sources:							
Federal funds	52.5	49.2	44.9	51.0	48.5	61.0	62.2
Institutional funds	12.2	11.7	10.6	15.7	12.5	8.5	11.7
Personal funds	8.5	10.3	11.5	5.2	12.3	7.7	6.0
Other	26.8	28.8	33.0	28.1	26.7	22.8	20.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3

Percentage Distribution of Selected Department Heads' Opinions of Federal Funding in Their Own Disciplines for Travel to International Scientific Meetings Held Abroad, 1979-80

TOTAL UNIVERSITIES (N=184)

Adequacy of Federal Funding	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
The level of federal support for such international travel is too high; some travel funds should be reallocated to research.	2.4	3.5	2.2	4.4	1.8	2.0	1.2
The current level of federal funds for such international travel is adequate, but more opportunities should be given to *established* scientists to participate.	6.0	7.3	3.8	6.6	4.4	9.7	5.2
The current level of federal funds for such international travel is adequate, but more opportunities should be given to *younger* scientists to participate.	23.9	23.7	30.2	24.8	22.0	24.1	18.7
On the whole, both the level of federal funds for such international travel and the mix of established and younger scientists are adequate.	27.1	26.1	25.1	26.5	26.2	27.5	31.0
The level of support for such international travel is so inadequate that more federal funds should be made available even if at the expense of research funds.	20.0	19.5	24.8	19.3	19.2	18.2	18.3
Other	16.5	17.7	11.2	13.0	23.1	12.8	19.1
Do not know	4.2	2.2	2.8	5.4	3.2	5.6	6.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PUBLIC UNIVERSITIES (N=112)

Adequacy of Federal Funding	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
The level of federal support for such international travel is too high; some travel funds should be reallocated to research.	2.6	2.1	1.0	6.3	3.0	1.3	2.0
The current level of federal funds for such international travel is adequate, but more opportunities should be given to *established* scientists to participate.	6.6	8.5	5.0	5.1	5.9	9.2	5.9
The current level of federal funds for such international travel is adequate, but more opportunities should be given to *younger* scientists to participate.	22.9	23.4	29.0	24.1	19.8	23.7	17.8
On the whole, both the level of federal funds for such international travel and the mix of established and younger scientists are adequate.	28.9	29.8	27.0	27.8	26.7	30.3	31.7
The level of support for such international travel is so inadequate that more federal funds should be made available even if at the expense of research funds.	22.6	20.2	29.0	19.0	22.8	18.4	24.8
Other	13.0	16.0	7.0	11.4	17.8	10.5	14.9
Do not know	3.5	0	2.0	6.3	4.0	6.6	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3 (Cont'd.)

Percentage Distribution of Selected Department Heads' Opinions of Federal Funding in Their Own Disciplines for Travel to International Scientific Meetings Held Abroad, 1979-80
PRIVATE UNIVERSITIES (N=72)

Adequacy of Federal Funding	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
The level of federal support for such international travel is too high; some travel funds should be reallocated to research.	2.3	5.6	4.0	0	0	3.6	0
The current level of federal funds for such international travel is adequate, but more opportunities should be given to *established* scientists to participate.	5.0	5.6	2.0	10.0	2.0	10.7	4.0
The current level of federal funds for such international travel is adequate, but more opportunities should be given to *younger* scientists to participate.	25.5	24.1	32.0	26.7	25.5	25.0	20.0
On the whole, both the level of federal funds for such international travel and the mix of established and younger scientists are adequate.	24.0	20.4	22.0	23.3	25.5	21.4	30.0
The level of support for such international travel is so inadequate that more federal funds should be made available even if at the expense of research funds.	15.6	18.5	18.0	20.0	13.7	17.9	8.0
Other	22.4	20.4	18.0	16.7	31.4	17.9	26.0
Do not know	5.3	5.6	4.0	3.3	2.0	3.6	12.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4

Percentage Distribution of Selected Department Heads' Opinions Regarding the Optimal Frequency of Travel by Full-Time Faculty in Their Departments to International Scientific Meetings Held Abroad
TOTAL UNIVERSITIES (N=184)

Optimal Frequency	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Junior Faculty							
More than once a year	2.9	4.2	2.6	6.7	1.8	0	2.6
Once a year	17.0	17.0	19.8	10.0	17.8	12.8	21.9
Once every two years	35.7	31.3	39.2	33.5	34.6	32.5	41.4
Once every three years	25.4	30.4	22.8	22.7	23.7	27.3	25.6
Once every four years	7.3	8.6	6.8	8.2	6.2	11.5	3.8
Once every five years	5.9	5.2	5.4	8.9	6.2	9.3	2.0
Less than once every five years	5.7	3.3	3.4	10.0	9.7	6.6	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Senior Faculty							
More than once a year	5.2	5.5	7.2	7.6	1.8	6.9	3.4
Once a year	26.0	27.1	31.5	26.3	18.1	20.6	30.9
Once every two years	37.4	33.0	39.4	31.4	39.3	38.3	41.9
Once every three years	18.1	25.2	11.5	13.1	19.6	19.0	19.1
Once every four years	6.8	5.9	6.2	7.9	10.8	6.8	3.5
Once every five years	5.0	2.7	2.2	12.7	7.1	7.5	.6
Less than once every five years	1.4	.6	2.0	.9	3.3	.9	.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4 (Cont'd.)

Percentage Distribution of Selected Department Heads' Opinions Regarding the Optimal Frequency of Travel by Full-Time Faculty in Their Departments to International Scientific Meetings Held Abroad

PUBLIC UNIVERSITIES (N=112)

Optimal Frequency	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Junior Faculty							
More than once a year	2.5	2.1	3.0	3.8	3.0	0	3.0
Once a year	16.7	16.0	21.0	11.4	17.8	10.5	21.8
Once every two years	34.9	28.7	40.0	38.0	31.7	26.3	43.6
Once every three years	24.4	30.9	22.0	15.2	23.8	31.6	22.8
Once every four years	7.6	10.6	6.0	8.9	4.0	11.8	5.0
Once every five years	7.5	7.4	5.0	11.4	8.9	11.8	2.0
Less than once every five years	6.4	4.3	3.0	11.4	10.9	7.9	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Senior Faculty							
More than once a year	4.7	4.3	8.0	5.1	3.0	5.3	3.0
Once a year	25.2	25.5	30.0	29.1	15.8	17.1	32.7
Once every two years	38.4	35.1	44.0	29.1	40.6	39.5	40.6
Once every three years	17.4	22.3	10.0	10.1	20.8	21.1	19.8
Once every four years	7.0	8.5	5.0	11.4	8.9	6.6	2.0
Once every five years	5.7	3.2	1.0	13.9	7.9	9.2	1.0
Less than once every five years	1.6	1.1	2.0	1.3	3.0	1.3	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PRIVATE UNIVERSITIES (N=72)

Optimal Frequency	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Junior Faculty							
More than once a year	3.7	7.4	2.0	13.3	0	0	2.0
Once a year	17.5	18.5	18.0	6.7	17.6	17.9	22.0
Once every two years	37.0	35.2	38.0	23.3	39.2	46.4	38.0
Once every three years	27.2	29.6	24.0	40.0	23.5	17.9	30.0
Once every four years	6.9	5.6	8.0	6.7	9.8	10.7	2.0
Once every five years	3.1	1.9	6.0	3.3	2.0	3.6	2.0
Less than once every five years	4.6	1.9	4.0	6.7	7.8	3.6	4.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Senior Faculty							
More than once a year	6.1	7.4	6.0	13.3	0	10.7	4.0
Once a year	27.4	29.6	34.0	20.0	21.6	28.6	28.0
Once every two years	35.8	29.6	32.0	36.7	37.3	35.7	44.0
Once every three years	19.2	29.6	14.0	20.0	17.6	14.3	18.0
Once every four years	6.5	1.9	8.0	0	13.7	7.1	6.0
Once every five years	3.8	1.9	4.0	10.0	5.9	3.6	0
Less than once every five years	1.2	0	2.0	0	3.9	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5
Percentage Distribution of Opinions of Selected Department Heads About the Most Important Professional Benefit of Travel to International Scientific Meetings Held Abroad, 1979-80
TOTAL UNIVERSITIES (N=184)

Chief Benefit	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Provides faculty with more complete and timely acquisition of scientific and technical information than is otherwise possible.	43.4	44.8	46.7	44.6	45.0	37.3	40.3
Stimulates innovation and new lines of investigation for faculty members.	36.2	31.0	35.2	27.7	35.1	45.3	42.6
Advances faculty research projects, resulting in more rapid publication of results.	2.7	2.6	.8	3.6	3.6	2.7	3.1
Improves the quality of faculty teaching.	.9	.9	1.6	1.2	.9	0	.8
Contributes to more rapid professional advancement of faculty members.	2.4	1.7	0	4.8	2.7	4.0	2.3
Contributes fo professional reputation of faculty.	9.6	13.8	9.8	14.5	7.2	6.7	6.2
There are no important professional benefits to faculty from international scientific meetings.	.8	.9	.8	2.4	0	1.3	0
Other	4.1	4.3	4.9	1.2	5.4	2.7	4.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PUBLIC UNIVERSITIES (N=112)

Chief Benefit	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Provides faculty with more complete and timely acquisition of scientific and technical information than is otherwise possible.	42.1	42.7	45.1	39.3	50.0	33.9	39.8
Stimulates innovation and new lines of investigation for faculty members.	36.6	36.0	35.4	29.5	30.6	50.8	38.6
Advances faculty research projects, resulting in more rapid publication of results.	3.0	2.7	1.2	3.3	2.8	3.4	4.5
Improves the quality of faculty teaching.	.9	0	1.2	1.6	1.4	0	1.1
Contributes to more rapid professional advancement of faculty members.	2.7	2.7	0	4.9	4.2	3.4	2.3
Contributes fo professional reputation of faculty.	10.3	13.3	11.0	18.0	6.9	5.1	8.0
There are no important professional benefits to faculty from international scientific meetings.	1.1	1.3	1.2	3.3	0	1.7	0
Other	3.2	1.3	4.9	0	4.2	1.7	5.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5 (Cont'd.)

Percentage Distribution of Opinions of Selected Department Heads About the Most Important Professional Benefit of Travel to International Scientific Meetings Held Abroad, 1979-80
PRIVATE UNIVERSITIES (N=72)

Chief Benefit	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Provides faculty with more complete and timely acquisition of scientific and technical information than is otherwise possible.	46.2	48.8	50.0	59.1	35.9	50.0	41.5
Stimulates innovation and new lines of investigation for faculty members.	35.2	22.0	35.0	22.7	43.6	25.0	51.2
Advances faculty research projects, resulting in more rapid publication of results.	2.0	2.4	0	4.5	5.1	0	0
Improves the quality of faculty teaching.	1.0	2.4	2.5	0	0	0	0
Contributes to more rapid professional advancement of faculty members.	1.5	0	0	4.5	0	6.3	2.4
Contributes fo professional reputation of faculty.	8.0	14.6	7.5	4.5	7.7	12.5	2.4
There are no important professional benefits to faculty from international scientific meetings.	0	0	0	0	0	0	0
Other	6.0	9.8	5.0	4.5	7.7	6.3	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6

Percentage Distribution of Selected Department Heads' Opinions of the Most Productive Format for International Scientific Meetings, 1979-80

TOTAL UNIVERSITIES (N=184)

Most Productive Format	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Program consisting primarily of invited papers	8.1	11.0	4.9	7.3	10.1	2.7	11.0
Program consisting of invited and contributed papers	77.1	72.5	78.9	80.8	71.2	79.4	81.8
Program consisting primarily of short presentations by attendees and of interactive discussion	14.7	16.5	16.2	11.9	18.7	17.9	7.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PUBLIC UNIVERSITIES (N=112)

Most Productive Format	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Program consisting primarily of invited papers	8.6	10.6	3.0	7.6	12.9	3.9	12.9
Program consisting of invited and contributed papers	77.9	74.5	82.0	79.7	70.3	82.9	79.2
Program consisting primarily of short presentations by attendees and of interactive discussion	13.4	14.9	15.0	12.7	16.8	13.2	7.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PRIVATE UNIVERSITIES (N=72)

Most Productive Format	Total	Biology	Chemistry	Electrical Engineering	Mathematics	Mechanical Engineering	Physics
Program consisting primarily of invited papers	7.1	11.3	8.0	6.7	5.9	0	8.0
Program consisting of invited and contributed papers	76.0	69.0	74.0	83.3	72.5	71.4	86.0
Program consisting primarily of short presentations by attendees and of interactive discussion	16.9	18.3	18.0	10.0	21.6	28.6	6.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

APPENDIX A: Survey Instrument

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

HIGHER EDUCATION PANEL
(202) 833-4757

May 2, 1980

Dear Department Head:

This is the fiftieth Higher Education Panel Survey, "Travel to International Scientific Meetings, 1979-80." Sponsored by the National Science Foundation, the survey is addressed to the heads of selected science and engineering departments and seeks their views on faculty travel to international scientific meetings.

NSF is an important source of funds for travel to international scientific meetings by academic scientists and engineers. Some of the support is made available through NSF's International Travel Grant (ITG) Program. The survey will help determine the ways in which the ITG Program might be restructured to better meet the needs of academic scientists and engineers. Your opinions about the current extent of participation in international meetings, the benefits of travel to these meetings, and other factors are intended to assist NSF in planning the policies, scope, and level of the ITG Program.

Please understand that your responses will be held in strictest confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. While you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

If at all possible please return the completed questionnaire to the HEP representative on your campus in time for forwarding to us by May 23, 1980. Please do not hesitate to telephone us collect at (202)833-4757 if you have any problems or questions about the survey.

Thank you for your assistance and cooperation.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

Survey Coverage

A questionnaire should be completed by the department head in each of the following departments.

Biology	Mathematics	Electrical Engineering
Chemistry	Physics	Mechanical Engineering

If there is no biology department at your institution, then the botany or zoology department--whichever is larger--should respond. If there is neither a biology nor a botany nor a zoology department, then the largest department concerned with life sciences should respond. Exclude all departments in your medical school. If there is no separate department of physics, a combined department of physics and astronomy is to be considered a physics department for the purposes of this survey.

Definitions

1979-80:

You should use the current fiscal year and include summer 1979.

International scientific meetings held abroad:

Includes meetings of scientists or engineers held outside the United States (but not in either Canada or Mexico) for the purpose of communicating and exchanging scientific and technical information. For example, a NATO Advanced Study Institute held abroad is considered an international scientific meeting.

Exclude visits to foreign scientific institutions, sabbaticals spent at foreign institutions, or research conducted abroad.

Person-trips:

If one person made two trips, this amounts to two person-trips. If two people made one trip each, this also counts as two person-trips. If one person made one trip but attended two meetings, this counts as one person-trip.

Full-time faculty:

Includes all regular full-time faculty assigned to your department, including instructors and assistant professors. Please include nontenure-track personnel who have faculty status. Please do not include visiting professors, post-doctorates, research associates, graduate students, or others who are not regular full-time members of your departmental faculty. Be sure to include yourself.

If any full-time faculty who serve half-time in your department also serve half-time in one of the other departments covered in this survey, please confer with the head of the other department to decide who will provide the information about those faculty. The reporting department should provide information as if the individuals were assigned solely to that department. Do not include any regular faculty serving less than half-time in your department. Faculty employed part-time at your institution should also be excluded.

Junior faculty:

Instructors and assistant professors

Senior faculty:

Associate and full professors

BE SURE TO INCLUDE
NONTENURE-TRACK PERSONNEL
WHO HAVE FACULTY STATUS

Expenses:

In your estimate include only transporation costs, meeting registration fees, and per diem expenses.

OMB No. 099-R0265
Exp. 6/81

American Council on Education
Higher Education Panel Survey No. 50:

Travel to International Scientific Meetings, 1979-80

Department_____

1. For fiscal 1979-80 (including summer 1979), please report (a) the number of full-time faculty in your department and (b) the total number of person-trips made by these faculty to international scientific meetings held abroad:

PLEASE READ THE DEFINITIONS CAREFULLY BEFORE COMPLETING THE QUESTIONNAIRE.

Number of full-time:
junior faculty members_____

senior faculty members_____

Number of person-trips made by:
junior faculty members_____

senior faculty members_____

2. Taking into consideration *both* the overall welfare of your department *and* the professional welfare of individual full-time faculty in your department, how often do you think full-time faculty should travel to international scientific meetings?

(Check one in each column)

	Optimal Frequency	
	Junior Faculty	Senior Faculty
More than once a year	( )	( )
Once a year	( )	( )
Once every two years	( )	( )
Once every three years	( )	( )
Once every four years	( )	( )
Once every five years	( )	( )
Less than once every five years	( )	( )

3. Which one of the following statements best expresses your assessment of the extent of participation of academic scientists *in your discipline* in international scientific meetings held abroad? Please check only one.

( ) The level of federal support for such international travel is too high; some travel funds should be reallocated to research.

( ) The current level of federal funds for such international travel is adequate, but more opportunities should be given to *established* scientists to participate.

( ) The current level of federal funds for such international travel is adequate, but more opportunities should be given to *younger* scientists to participate.

( ) On the whole, both the level of federal funds for such international travel and the mix of established and younger scientists are adequate.

( ) The level of support for such international travel is so inadequate that more federal funds should be made available even if at the expense of research funds.

( ) Other *(please specify)*_____

_____

4. Of the following statements, which three do you consider the most vital or important professional benefits to full-time faculty from travel to international scientific meetings? Please rank order three benefits only.

   ( ) Provides faculty with more complete and timely acquisition of scientific and technical information than is otherwise possible.

   ( ) Stimulates innovation and new lines of investigation for faculty members.

   ( ) Advances faculty research projects, resulting in more rapid publication of results.

   ( ) Improves the quality of faculty teaching.

   ( ) Contributes to more rapid professional advancement of faculty members.

   ( ) Contributes to professional reputation of faculty.

   ( ) There are no important professional benefits to faculty from international scientific meetings.

   ( ) Other *(please specify)* _____

   _____

5. Taking into consideration your response to question 4, which one of the three formats listed below do you think is generally the most productive?

   ( ) Program consisting primarily of invited papers, usually by well-established scientists.

   ( ) Program consisting of invited and contributed papers.

   ( ) Program consisting mainly of short presentations by all or most attendees and interactive discussion; no or few formal papers presented.

6. For fiscal 1979-80 (including summer 1979), please *approximate* (a) the total expenditures by full-time faculty in your department (including yourself) for travel to international scientific meetings abroad and (b) the sources of these funds in terms of a percentage of the total.

   a. Total travel expenses $_____

   b. Distribution by source:

Federal funds	_____ %
University/college funds	_____ %
Personal funds	_____ %
Other funds	_____ %
	100 %

Thank you for your assistance.

Please return this form by May 23, 1980.

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036

Please keep a copy of this survey for your records.

Person completing form

Name _____

Dept. _____

Phone _____

If you have any questions or problems, please call the HEP staff collect at 202-833-4757.

Appendix B: Stratification Design and Response Analysis

The population of eligible universities was stratified into 12 cells, which accounted for each applicable department separately at public and private universities. Survey responses from Panel institutions were weighted by the ratio of the number of departments in the population to the number of departments in the Panel that responded to the survey.

Missing values on a questionnaire were replaced by the mean value reported for the item within the appropriate stratification cell.

Table B-1

Stratification Design for Weighting

Cell		Population (N=1,002)	Panel Respondents (N=814)
Public:	biology	111	94
	chemistry	112	100
	mathematics	112	101
	physics	112	101
	electrical engineering	94	79
	mechanical engineering	94	76
Private:	biology	72	54
	chemistry	70	50
	mathematics	72	51
	physics	70	50
	electrical engineering	41	30
	mechanical engineering	42	28

Usable responses were received from 93 percent of the 179 universities and 84 percent of the 974 departments included in the survey. Relatively high response rates were recorded for public institutions (98 percent) and institutions with total FTE enrollments of 10,000 or more (97 percent). (See table B-2).

Lower-than-average response rates were recorded for institutions with fewer than 5,000 FTE students (68 percent) and fewer than 200 FTE graduate students (80 percent).

Table B-2

Comparison of Institutional Respondents and Nonrespondents

Characteristic	Respondents (N=166)	Nonrespondents (N=13)	Response Rate
Total	100.0	100.0	92.7
Control			
Public	65.1	15.4	98.2
Private	34.9	84.6	84.1
Region			
East	25.3	23.1	93.3
Midwest	26.5	23.1	93.6
South	29.5	23.1	94.2
West	18.7	30.7	88.6
Graduate FTE enrollment 1976			
Less than 200	4.8	15.4	80.0
200-999	37.3	53.8	89.9
1,000-2,999	44.0	23.1	96.1
3,000 or more	13.9	7.7	95.8
Total FTE enrollment 1976			
Less than 5,000	10.2	61.5	68.0
5,000-9,999	31.3	15.4	96.3
10,000-19,999	38.6	15.4	97.0
20,000 or more	19.9	7.7	97.1

No estimates of sampling error were computed since the class of institutions included in this survey--universities--did not constitute a sample. All universities in the population had been invited to participate in the Panel. Of the 184 eligible universities in the population, 97 percent were members of the Panel.

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American Council on Education

El-Khawas, E. H. and Kinzer, J. L. **The Impact of Office of Education Student Assistance Programs, Fall 1973.** Higher Education Panel Report, No. 18, April, 1974.

El-Khawas, E. H. and Kinzer, J. L. **Enrollment of Minority Graduate Students at Ph.D. Granting Institutions.** Higher Education Panel Report, No. 19, August, 1974.

El-Khawas, E. H. **College and University Facilities: Expectations of Space and Maintenance Needs for Fall 1974.** Higher Education Panel Report, No. 20, September, 1974.

Kinzer, J. L. and El-Khawas, E. H. **Compensation Practices for Graduate Research Assistants: A Survey of Selected Doctoral Institutions.** Higher Education Panel Report, No. 21, October, 1974.

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Atelsek, Frank J. and Gomberg, Irene L. **Student Assistance: Participants and Programs, 1974-75.** Higher Education Panel Report, No. 27, July, 1975.

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Atelsek, Frank J. and Gomberg, Irene L. **Foreign Area Research Support Within Organized Research Centers at Selected Universities, FY 1972 and 1976.** Higher Education Panel Report, No. 32, December, 1976.

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Atelsek, Frank J. and Gomberg, Irene L. **Production of Doctorates in the Biosciences, 1975-1980: An Experimental Forecast.** Higher Education Panel Report, No. 34, November 1977.

Gomberg, Irene L. and Atelsek, Frank J. **Composition of College and University Governing Boards.** Higher Education Panel Report, No. 35, August, 1977.

Atelsek, Frank J. and Gomberg, Irene L. **Estimated Number of Student Aid Recipients, 1976-77.** Higher Education Panel Report, No. 36, September, 1977.

Gomberg, Irene L. and Atelsek, Frank J. **International Scientific Activities at Selected Institutions, 1975-76 and 1976-77,** Higher Education Panel Report, No. 37, January, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **New Full-Time Faculty 1976-77: Hiring Patterns by Field and Educational Attainment,** Higher Education Panel Report, No. 38, March 1978.

Gomberg, Irene L. and Atelsek, Frank J. **Nontenure-Track Science Personnel: Opportunities for Independent Research,** Higher Education Panel Report, No. 39, September 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Scientific and Technical Cooperation with Developing Countries, 1977-78,** Higher Education Panel Report, No. 40, August 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Special Programs for Female and Minority Graduate Students,** Higher Education Panel Report, No. 41, November 1978.

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Atelsek, Frank J. and Gomberg, Irene L. **Young Doctoral Faculty in Science and Engineering: Trends in Composition and Research Activity,** Higher Education Panel Report, No. 43, February 1979.

Atelsek, Frank J. and Gomberg, Irene L. **Shared Use of Scientific Equipment at Colleges and Universities, Fall 1978,** Higher Education Panel Report, No. 44, November 1979.

Gomberg, Irene L. and Atelsek, Frank J. **Newly Qualified Elementary and Secondary School Teachers, 1977-78 and 1978-79,** Higher Education Panel Report, No. 45, February 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Refund Policies and Practices of Colleges and Universities.** Higher Education Panel Report, No. 46, February 1980.

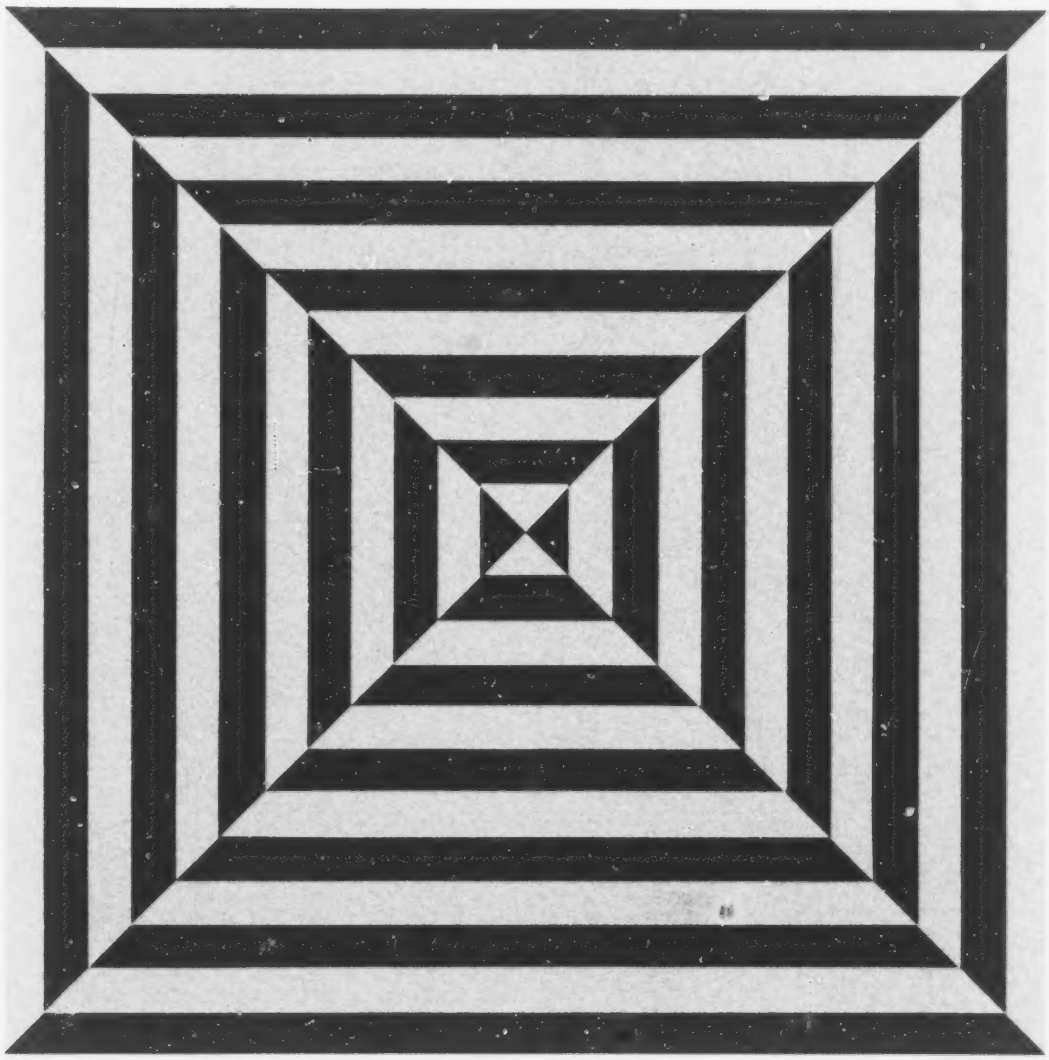
Gomberg, Irene L. and Atelsek, Frank J. **Expenditures for Scientific Research Equipment at Ph.D.-Granting Institutions, FY 1978,** Higher Education Panel Report No. 47, March 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Tenure Practices at Four-Year Colleges and Universities,** Higher Education Panel Report No. 48, July 1980.

Single copies of the above reports may be obtained from the Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D. C. 20036.

TRENDS IN FINANCIAL INDICATORS OF COLLEGES AND UNIVERSITIES

Irene L. Gomberg and Frank J. Atelsek



HIGHER EDUCATION PANEL REPORT, NUMBER 49
AMERICAN COUNCIL ON EDUCATION

APRIL
1981

A Survey Funded by the National Science Foundation, the U. S. Department of Education, and the National Endowment for the Humanities

AMERICAN COUNCIL ON EDUCATION

J. W. Peltason, *President*

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. *Higher Education Panel Reports* are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

The Higher Education Panel's surveys on behalf of the Federal Government are conducted under contract support provided jointly by the National Science Foundation, the National Endowment for the Humanities, and the U. S. Department of Education (NSF Contract SRS-78-16385).

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Trends in Financial Indicators of Colleges and Universities

Irene L. Gomberg
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Higher Education Panel Reports
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We are especially grateful to the Panel's campus representatives and survey respondents for their continued assistance and cooperation.

Background

This Panel survey sought trends in various items of information related to the financial condition of colleges and universities. It is part of a larger research effort funded by the U.S. Department of Education and conducted jointly by the American Council on Education (ACE) and the National Association of College and University Business Officers (NACUBO). The objectives of the larger study are to assess the financial causes of strength and weakness in colleges and universities, to identify the students potentially most affected by institutional hardship, and to develop feasible policy alternatives to remedy financial difficulties.

The findings from the HEP survey were merged with data collected earlier by the Higher Education General Information Surveys (HEGIS) for the same three academic years in the areas of finance, enrollment, and instructional faculty. The purpose of the HEP survey was to collect needed finance-related data not otherwise available and to present a basic report of the observed trends.

Combining these survey data with other available information made it possible to develop a set of elementary but unique financial indicators that will be of interest to many readers. This report is primarily descriptive, rather than analytical, and leaves discussion of the merits of particular indicators and how they interrelate to the larger ACE-NACUBO financial conditions project. That report will provide detailed descriptions of the financial indicators, analysis of the theoretical framework established to measure financial stability, and suggestions of appropriate responses by institutions that are less financially secure. The report of the financial conditions project is expected to be completed in early summer, 1981.

Methods Summary

The Higher Education Panel is an ongoing survey research program, created in 1971 by the American Council on Education to conduct specialized surveys on topics of

current policy interest to the higher education community and to government agencies.

The Panel is a stratified sample of 760 colleges and universities drawn from the population of more than 3,000 higher education institutions listed in the National Center for Education Statistics' Education Directory. All institutions in this population are grouped in terms of the variables constituting the Panel's stratification design, which is based primarily on type (universities, four-year colleges, two-year colleges), control (public, private), and size (full-time-equivalent enrollment). For any given survey, either the entire Panel or an appropriate subgroup is used.

Because of the kinds of information requested for this survey and the nature of the financial indicators, certain categories of institutions were excluded. *Most notably, those excluded were major research universities,* whose financial structures are too complex to be analyzed by the same methods used for examining smaller institutions' status. Also excluded from the survey were medical and other health profession schools, bible colleges and seminaries, and other highly specialized institutions whose expenditure patterns differ markedly from all other institutions.

The survey instrument (see Appendix A) was mailed on February 19, 1980, to the 600 eligible Panel member institutions. Respondents were asked to report, for the academic years 1974-75, 1976-77, and 1978-79, basic finance data, dormitory occupancy rates, the occurrence of institutional loan defaults or moratoriums, and selected faculty and student information.

After extensive mail and telephone follow-up efforts, usable responses by the close of the field phase were received from 410 institutions, or 68 percent of those surveyed. Data from responding institutions were statistically adjusted to represent the eligible national population of 2,508 universities, four-year colleges, and two-year colleges. Basic statistical tables precede Appendix A.

Appendix B presents the stratification design for weighting survey responses to national estimates, as well as a comparison of respondents and nonrespondents.

Appendix C is a discussion of the reliability of survey estimates and displays ninety percent confidence intervals.

Results

A series of financial indicators (ratios) were developed under the ACE-NACUBO financial conditions project to utilize available federal data and information to be collected by this HEP survey. The indicators were devised to reveal different aspects of financial condition and the relative amount of financial stress upon an institution. They do not address the issues of instructional quality or educational mission.

The indicators treat two basic types of resources-- *financial*, which relate to the value of available assets, and *nonfinancial*, which relate to faculty, students, administrators, and the physical plant. The following financial indicators assess (1) financial resources, (2) estimated risk, (3) changes affecting financial resources, and (4) nonfinancial resources.

A few words of caution are necessary at this point. First, the reported indicators are *averages* of institutional data; some individual institutions may differ markedly from the mean. To provide a clearer picture of the trends, we have also reported, for each indicator, the number of institutions whose ratios have steadily increased or decreased (i.e., have experienced a percentage change of 5 percent or more between 1974-75 and 1976-77 and between 1976-77 and 1978-79).

Further, the indicators are far more complex than they may appear. Certain indicators are based upon early reports in the fall, whereas others come from end-of-year statements; the significance of an indicator can be negated by some temporary reporting change in one of its components; and it is unknown whether the pair of two-year periods used in this survey provide an adequate trend line.

Finally, readers should be cautioned against comparing one institutional type with another, particularly public and private institutions, because in many financial and administrative respects, they are not comparable.

Financial Resources

The following statistics are used to approximate the level of an institution's financial resources:

1. *Current fund ratio*

$$\frac{\text{current fund assets}}{\text{current fund liabilities}}$$

This indicator is for the short term and describes an institution's immediate ability to pay debts due within one year. A ratio below 1.00 reflects insufficient liquidity to pay current bills and a probable cash-flow problem.

As shown in figure 1, the current fund ratios for each individual type are all well above 1.00. The ratios for public and private universities* have held fairly stable, whereas the ratio for public four-year colleges has steadily increased. The relative positions of private four-year colleges and both public and private two-year colleges have declined. The numbers of institutions with steadily increasing or steadily decreasing ratios are fairly consistent with the trends of the different institutional types, with the exception of private two-year colleges. The same small number that showed decreases also showed increases.

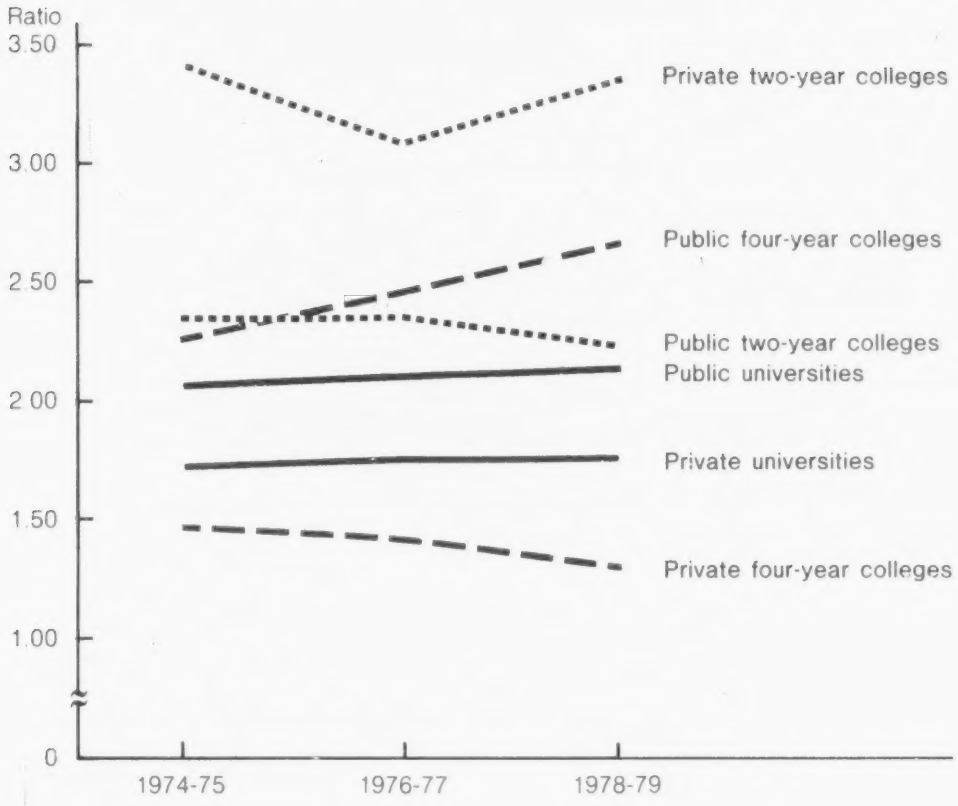
Public institutions, however, are able to maintain liquidity by drawing from governmental bodies that provide partial support. Thus, the decline in liquidity shown by private institutions should be of greater concern than the decline shown by public institutions. The erosion of current fund assets in relation to current fund liabilities shown by private four-year institutions may signal increasing difficulty in meeting current obligations and should continue to be monitored.

2. *Ratio of available fund balances to operating expenses*

$$\frac{\text{current fund balance + quasi-endowment fund balance}}{\text{educational and general expenditures + mandatory transfers}}$$

*We reiterate that major research universities, as well as other specialized institutions, were excluded from this survey.

Fig. 1. Trends in Current Fund Ratios*



*$\frac{\text{current fund assets}}{\text{current fund liabilities}}$

Institutional Category	*Number*	*Institutions with Ratios Increasing > 5% Each Period*	*Institutions With Ratios Decreasing > 5% Each Period*
Public universities	51	6	8
Public four-year colleges	363	95	39
Public two-year colleges	900	51	144
Private universities	37	4	5
Private four-year colleges	914	135	214
Private two-year colleges	243	30	30

This indicator depicts for the intermediate term the relative amount of resources--financial reserves--an institution has available to deal with a financial crisis of moderate (one to three years') duration. The lower the ratio, the less there is in reserve. Since many public institutions do not or cannot have fund balances, this indicator can only be applied to private institutions.

As shown in figure 2, the ratio for private four-year colleges has dropped consistently since 1974. Although 17 percent of those colleges experienced steadily increasing ratios, the overall trend was downward.

The ratio for private universities dropped noticeably after the first period but held stable at a reduced level after the second. The indicator for the two-year colleges dropped after the first period but by 1978 increased beyond the 1974 level. Not surprisingly, the relative changes in reserves exhibited in figure 2 by private two-year and four-year colleges are similar to the relative changes in current fund ratios shown by these same colleges in figure 1.

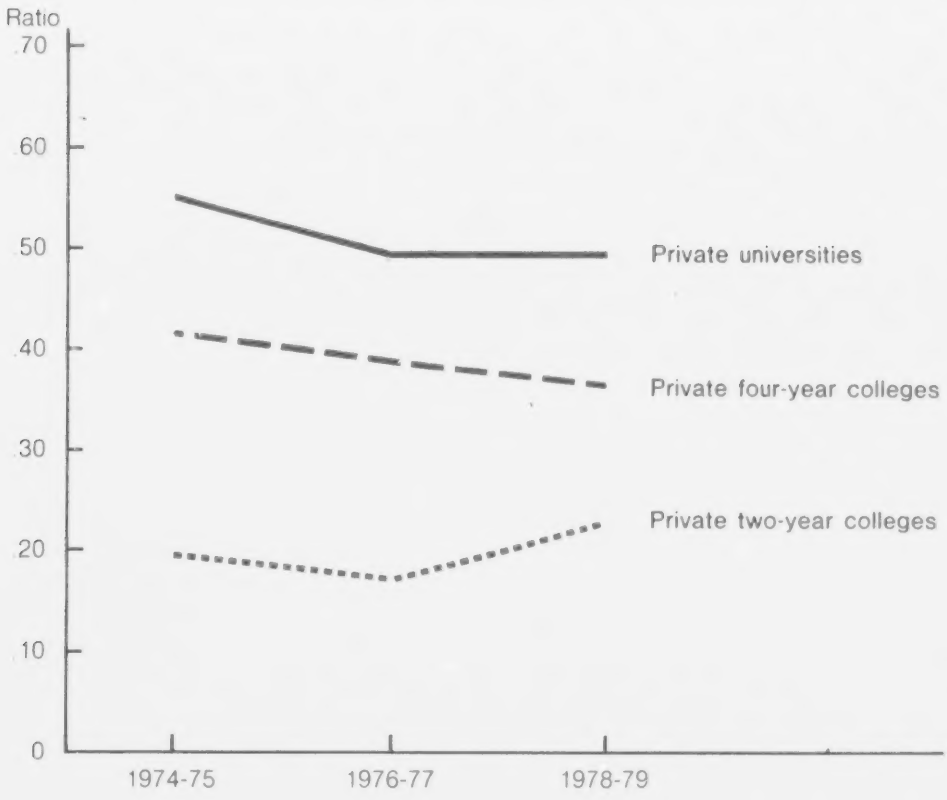
Because this ratio's denominator is educational and general expenditures plus mandatory transfers, the statistic represents the proportion of a year's expenditures held in these two fund balances. Thus, in 1978-79, private universities held reserves equal to 50 percent of one year's expenditures; private four-year colleges held 36 percent; and private two-year colleges, 23 percent.

This indicator grows as the result of budget surpluses and transfers to quasi-endowment and shrinks because of budget growth, budget deficits, or transfers from quasi-endowment. In addition to showing the availability of funds for contingencies (or the amount of debt, when negative), this indicator also reflects the financial result of past performance. Of all the indicators, this one most closely approximates a simple description of general financial health for private institutions.

Estimated Risk

The following statistics estimate the degree to which an institution is exposed

Fig. 2. Trends in the Ratio of Available Fund Balances to Operating Expenses*



* $\frac{\textit{current fund balance + quasi-endowment fund balance}}{\textit{educational and general expenditures + mandatory transfers}}$

Institutional Category	*Number*	*Institutions with Ratios Increasing >5% Each Period*	*Institutions With Ratios Decreasing >5% Each Period*
Private universities	37	0	14
Private four-year colleges	914	155	210
Private two-year colleges	243	91	30

to financial risk and, consequently, the degree to which additional financial resources might be needed. Risk is a function of the uncertainties of such external factors as inflation, enrollment, and income from gifts. Risk exposure indicates an institution's preparation for uncertain fluctuations in revenues and expenditures.

1. *Liabilities-to-revenues ratio*

$$\frac{\text{current fund liabilities}}{\text{current fund revenues}}$$

This indicator measures an institution's relative ability to meet its commitments in the short run. The higher the ratio, the relatively more into debt the institution has fallen.

As table A indicates, only very slight changes have occurred in institutional debt ratios. For public universities, public two-year colleges, and private four-year colleges, the ratios dropped after the first two-year period but by 1978 grew beyond the 1974 level. The relative debt position worsened slightly at public four-year colleges (although almost one-fourth of these institutions reported steadily decreasing ratios) and improved at private two-year colleges.

Table A: Ratio of Liabilities to Revenues

Institutional Category	N	1974-75	1976-77	1978-79	N with Ratios Increasing >5% Each Period	N with Ratios Decreasing >5% Each Period
Public universities	51	0.104	0.097	0.107	7	8
Public four-year colleges	363	0.099	0.099	0.100	26	82
Public two-year colleges	900	0.155	0.151	0.167	188	113
Private universities	37	0.168	0.156	0.161	5	8
Private four-year colleges	914	0.171	0.169	0.184	201	200
Private two-year colleges	243	0.324	0.312	0.277	122	61

2. *Fixed proportion of the budget*

$$\frac{\text{tenured faculty}}{\text{total faculty}} \times \frac{\text{total faculty compensation + annual debt service}}{\text{current fund revenues}}$$

This ratio shows the proportion of revenues used for expenses over which the institution has limited discretion. The degree of flexibility in managing budgeted expenses is considered a measure of estimated long-term financial risk. Therefore, an increase in the ratio indicates lessened flexibility.

As shown in figure 3, the proportion of the budget that is fixed has been regularly contracting at private two-year and four-year colleges and expanding at public two-year and four-year colleges. (Nevertheless, proportionately twice as many public two-year colleges had steadily decreasing, rather than steadily increasing, ratios.) This ratio for the public universities has fluctuated, but by 1978, it had remained above the 1974 level, as had the ratio for private universities.

Thus, the private colleges have increased their budget flexibility and reduced their long-term financial risk. On average, the public institutions as well as private universities have limited their budget flexibility.

To a major extent, these trends may reflect changing tenure practices, particularly at private institutions. For a more complete discussion of changing tenure practices, see HEP report #48, Tenure Practices at Four-Year Colleges and Universities (1980).

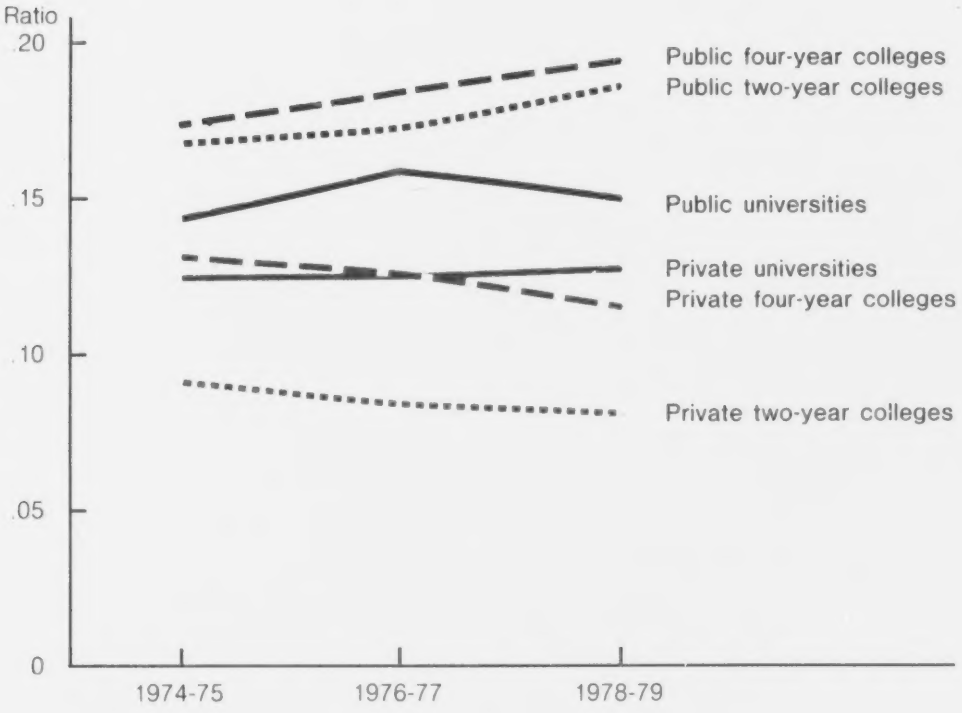
3. *Ratio of applications to new enrollments*

$$\frac{\text{undergraduate degree-credit applications}}{\text{total first-time freshmen + new transfers}}$$

This statistic shows the number of applications received during the year for each new student who matriculated. The higher this ratio becomes, the lower is the probable impact upon the institution of the expected decline in the number of potential college students.

Table B shows that the indicators for public and private four-year colleges and private universities have increased consistently over the three academic years under

Fig. 3. Trends in the Ratio of Fixed Commitments to Revenues



$$\frac{\text{tenured faculty}}{\text{Total faculty}} \times \text{total faculty compensation} + \text{annual debt service}$$
$$\text{current fund revenues}$$

Institutional Category	*Number*	*Institutions with Ratios Increasing > 5% Each Period*	*Institutions With Ratios Decreasing > 5% Each Period*
Public universities	51	8	7
Public four-year colleges	363	74	54
Public two-year colleges	900	71	144
Private universities	37	1	5
Private four-year colleges	914	73	248
Private two-year colleges	243	30	122

study. The public university ratio dropped slightly in 1978 from 1976 but was still about 10 percent higher than its ratio in 1974. Ratios for the two-year colleges, both public and private, decreased after the first period but increased after the second, although not to previous levels. Further, more than one-fifth of public two-year colleges experienced growth in this ratio of at least 5 percent during each period.

Table B: Ratio of Applications to New Enrollment

Institutional Category	N	1974-75	1976-77	1978-79	N with Ratios Increasing >5% Each Period	N with Ratios Decreasing >5% Each Period
Public universities	51	2.290	2.520	2.512	7	1
Public four-year colleges	363	2.429	2.567	2.631	70	28
Public two-year colleges	900	3.990	2.944	3.001	191	104
Private universities	37	2.726	2.846	3.107	10	1
Private four-year colleges	914	2.449	2.560	2.618	184	51
Private two-year colleges	243	1.853	1.644	1.711	0	0

The four-year colleges and universities have an increasing pool of potential students to choose from, whereas two-year colleges have a declining pool relative to the size of their freshman classes. Public two-year colleges, however, have a much larger applicant group to draw from, largely because of open admissions policies.

Much of the apparently increasing pool for universities and four-year colleges may be explained by students sending out an increasing number of applications. While it is not possible to distinguish between increasing numbers of applicants and an increasing number of applications per applicant, the trends in this statistic may be helpful for institutions wishing to measure changes in their applicant pools relative to national trends.

4. *Ratio of new enrollment to FTE enrollment*

$$\frac{\text{total first-time freshmen + new transfers}}{\text{total FTE enrollment}}$$

This statistic is also a predictor of the immediacy of the effects of the anticipated decline in the number of potential students of traditional college age. As the ratio decreases (i.e., the less dependent an institution becomes upon a high proportion of freshmen revenues), the more protected is the institution from the immediate effects of any decline. Such an institution has more time to make any necessary adjustments in other areas, such as expenditures.

As can be seen in table C, there has been little if any change in the ratios at universities and four-year colleges. However, at both public and private two-year

Table C: Ratio of New Enrollment to FTE Enrollment

Institutional Category	N	1974-75	1976-77	1978-79	N with Ratios Increasing >5% Each Period	N with Ratios Decreasing >5% Each Period
Public universities	51	0.296	0.279	0.296	6	1
Public four-year colleges	363	0.319	0.314	0.313	45	16
Public two-year colleges	900	0.381	0.492	0.505	193	132
Private universities	37	0.237	0.237	0.224	4	3
Private four-year colleges	914	0.317	0.315	0.317	88	26
Private two-year colleges	243	0.530	0.540	0.551	0	30

colleges, where about half the full-time student body tends to change annually, the ratios have increased each year. The nature of two-year colleges would generally make them more vulnerable to the effects of a decline in the number of potential students and, therefore, the results more difficult to interpret. It is interesting to note, however, that similar proportions of public two-year colleges had steadily increasing and steadily decreasing ratios of applications to new enrollment as they did ratios of new enrollment to FTE enrollment.

Changes Affecting Financial Resources

The following indicators measure change in various factors that directly affect an institution's financial resources.

1. *Ratio of receivables to revenues*

$$\frac{\text{student accounts receivable}}{\text{tuition revenues + auxiliary revenues}}$$

This ratio assesses the change in an institution's relative ability to collect revenue from students. An increasing ratio shows an increasing proportion of student billings that is becoming uncollectible, either because the institution has become less able to collect or because the students have become less able to pay.

This indicator may also vary if federal student aid policies and procedures are delayed or become more uncertain. Institutions may admit students with the expectation that the students would receive aid. If late regulations are more restrictive than originally anticipated, these student bills may not be paid.

Table D: Ratio of Student Accounts Receivable to Student Revenues

Institutional Category	N	1974-75	1976-77	1978-79	N with Ratios Increasing >5% Each Period	N with Ratios Decreasing >5% Each Period
Public universities	51	0.039	0.033	0.035	7	13
Public four-year colleges	363	0.059	0.055	0.057	66	67
Public two-year colleges	900	0.034	0.036	0.038	96	123
Private universities	37	0.051	0.048	0.050	7	7
Private four-year colleges	914	0.038	0.034	0.038	215	189
Private two-year colleges	243	0.020	0.014	0.015	61	61

In the aggregate, the ratios in table D have fallen slightly between 1974 and 1976 and risen slightly between 1976 and 1978. The exception is among public two-year colleges, where the ratios have continued to rise although only slightly.

This indicator shows no great overall change in the institutions' ability to collect their debts. However, institutions should find these figures useful for comparing their own performance with national trends.

2. *Dormitory occupancy rate*

$$\frac{\text{institutionally owned living space rented during fall term}}{\text{all institutionally owned living space}}$$

Since dormitories represent a large fixed-cost obligation for many institutions, unfilled dormitory space would indicate that revenue normally allocated to educational and general purposes may be diverted to cover dormitory expenses.

Table E: Dormitory Occupancy Rates

Institutional Category	N	1974-75	1976-77	1978-79	N with Ratios Increasing >5% Each Period	N with Ratios Decreasing >5% Each Period
Public universities	50	93%	93%	94%	2	0
Public four-year colleges	314	86	89	90	44	9
Public two-year colleges	276	85	86	87	21	0
Private universities	36	92	93	95	1	0
Private four-year colleges	812	92	91	91	27	0
Private two-year colleges	213	72	77	82	30	0

*Of the total population of 2,508 institutions, 807 own no dormitory space.

For the most part, occupancy rates have remained fairly stable or have increased slightly (see table E), eliminating the possibility of increased vacant dormitory space as a potential financial drain.

3. *Ratio of salaries to expenditures*

$$\frac{\text{salaries and wages}}{\text{current fund expenditures + mandatory transfers}}$$

This indicator reflects the proportion of expenditures used to pay faculty and staff salaries. When revenues fall, institutions may tend to cut back on nonsalary expenses; thus a ratio that increases over time may signify the beginning of financial difficulty.

According to figure 4, the ratios for public institutions in the aggregate increased between 1974 and 1978, although the ratios for public two-year and public four-year institutions dipped halfway through the period. Nevertheless, larger proportions of public two-year and four-year colleges had steadily decreasing, rather than increasing, ratios. The trend at private institutions is less discernible, although private universities and private two-year colleges show decreasing proportions of personnel expenditures over the two periods.

These statistics seem to indicate the increasing tendency of public institutions to receive public appropriations requiring budgetary stringency and their tendency--at least during the years surveyed here--to avoid reducing personnel as a response to revenue shortfalls. Figure 3 corroborates this hypothesis by showing the decreasing flexibility of public institutions in terms of tenured faculty salary commitments.

Further analysis is needed to support these contentions. Future work will attempt to determine whether increases in the ratio of salaries and wages to total expenditures are related to constant dollar decreases in total unrestricted revenue support.

Changes in Nonfinancial Resources

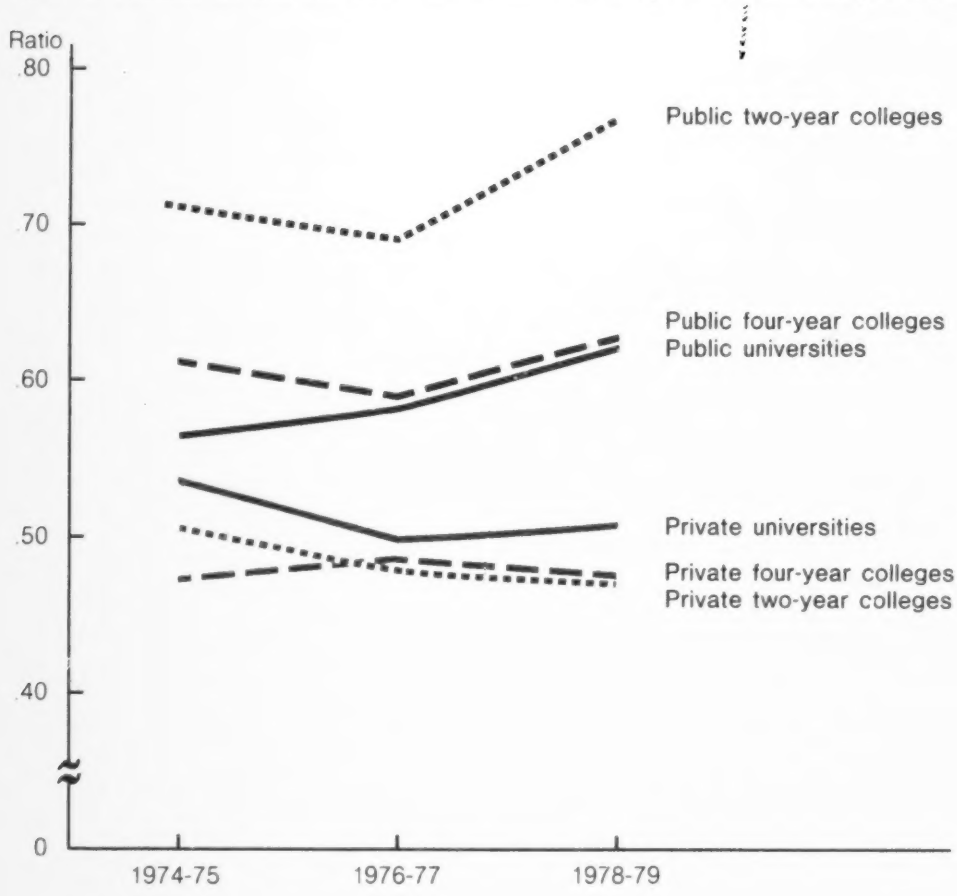
1. *Continuing education enrollment*

Continuing education enrollments are considered to reflect an institution's link to the community--the greater the enrollment level, the stronger the link. Consequently, changes in enrollment can signal changes in an important resource.

In the aggregate, public institutions experienced substantial growth in not-for-credit enrollments between 1974 and 1978: 166 percent at four-year colleges, 90 percent at universities, and 45 percent at two-year colleges (table F).

Not-for-credit enrollments at private universities increased from modest numbers in 1974 by more than one-quarter during the first period and by nearly 300

Fig. 4. Trends in the Ratio of Salaries and Wages to Total Expenditures*



* $\frac{\textit{salaries and wages}}{\textit{current fund expenditures + mandatory transfers}}$

Institutional Category	*Number*	*Institutions with Ratios Increasing > 5% Each Period*	*Institutions With Ratios Decreasing > 5% Each Period*
Public universities	51	3	3
Public four-year colleges	363	10	48
Public two-year colleges	900	61	108
Private universities	37	0	4
Private four-year colleges	914	88	82
Private two-year colleges	243	0	61

percent by the second period. Private four-year colleges, however, experienced a net gain of 5 percent after a 7 percent loss in 1976. Not-for-credit enrollment at private two-year colleges grew by 85 percent between 1974 and 1976, but declined enough by 1978 to fall just below the 1974 level.

Table F: Continuing Education Enrollment

Institutional Category	N	Enrollment in 1974	% Change 1974-76	% Change 1974-78	N with % Change Increasing >5% Each Period	N with % Change Decreasing >5% Each Period
Public universities	51	113,600	46.5	89.5	29	2
Public four-year colleges	363	83,700	102.1	166.5	107	13
Public two-year colleges	900	1,311,000	31.3	45.4	169	30
Private universities	37	13,100	27.6	294.3	16	3
Private four-year colleges	914	157,600	-6.6	5.1	107	24
Private two-year colleges	243	5,300	84.6	-1.1	0	30

This indicator appears to be fairly volatile, particularly for private institutions. More information is needed on institutional commitment to offering continuing education and the impact of local tax initiatives to assess these data adequately.

2. *FTE Faculty*

Frequently, reductions in academic programs are almost immediately followed by reductions in the number of full-time-equivalent faculty. Thus, a decrease in faculty would reflect a decrease in student choice and options for different studies.

As table G shows, the level of FTE faculty has generally fluctuated. The number of faculty on average has increased moderately or not at all and there have been no decreases. Thus, by this measure, there has been no apparent reduction in academic options.

Table G: FTE Faculty

Institutional Category	N	Faculty in 1974	% Change 1974-76	% Change 1974-78	N with % Change Increasing >5% Each Period	N with % Change Decreasing >5% Each Period
Public universities	51	35,800	3.6	6.8	6	0
Public four-year colleges	363	102,300	.8	3.9	74	4
Public two-year colleges	900	113,400	15.0	17.9	375	0
Private universities	37	15,000	3.0	3.0	7	0
Private four-year colleges	914	73,800	7.8	11.1	150	18
Private two-year colleges	243	8,000	5.7	10.3	91	30

Table 1

Trends in Selected Characteristics of Selected Colleges and Universities:
Total Institutions (N=2,508)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	5,431,336	6,514,395	19.9	7,746,264	18.9
Current fund liabilities	2,691,281	3,173,295	17.9	3,858,347	21.6
Debt service payments	796,055	916,127	15.1	998,053	8.9
Quasi-endowment fund balance	1,687,265	1,880,610	11.5	2,086,543	11.0
Net student accounts receivable	346,096	390,774	12.9	476,489	21.9
Salaries and wages	10,979,419	13,263,426	20.8	15,687,311	18.3
Dormitory occupancy rate (in percentages)	87	88	1.2	89	1.3
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	1,684,300	2,231,000	32.5	2,567,600	15.1
New transfer students	685,800	751,300	9.5	785,700	4.6
Undergraduate applications	5,897,400	6,474,800	9.8	6,672,000	3.0
Full-time-equivalent faculty	348,300	374,100	7.4	384,500	2.8

Table 2

Trends in Selected Characteristics of Selected Colleges and Universities:
Public Institutions (N=1,314)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	3,489,780	4,355,846	24.8	5,167,557	18.6
Current fund liabilities	1,534,603	1,852,705	20.7	2,180,605	17.7
Debt service payments	515,870	620,350	20.3	656,607	5.8
Quasi-endowment fund balance	144,790	187,799	29.7	206,007	9.7
Net student accounts receivable	171,796	200,255	16.7	223,763	11.7
Salaries and wages	7,921,695	9,637,145	21.7	11,469,009	19.0
Dormitory occupancy rate (in percentages)	86	88	2.3	89	1.1
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	1,508,300	2,057,300	36.4	2,344,900	14.0
New transfer students	578,000	632,600	9.4	656,400	3.8
Undergraduate applications	4,774,800	5,273,700	10.4	5,365,300	1.7
Full-time-equivalent faculty	251,500	270,700	7.6	278,300	2.8

Table 3

Trends in Selected Characteristics of Selected Colleges and Universities:
Private Institutions (N=1,194)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	1,941,556	2,158,550	11.2	2,578,707	16.3
Current fund liabilities	1,156,677	1,320,589	14.2	1,677,743	27.0
Debt service payments	280,185	295,777	5.6	341,446	15.4
Quasi-endowment fund balance	1,542,475	1,692,808	9.5	1,880,536	11.1
Net student accounts receivable	174,300	190,519	9.3	252,727	32.7
Salaries and wages	3,057,724	3,626,281	18.6	4,218,302	16.3
Dormitory occupancy rate (in percentages)	88	88	0	89	1.1
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	176,100	173,700	-1.3	222,700	28.2
New transfer students	107,900	118,800	10.1	129,300	8.9
Undergraduate applications	1,122,600	1,201,100	7.0	1,306,700	8.8
Full-time-equivalent faculty	96,800	103,400	6.9	106,200	2.7

Table 4

Trends in Selected Characteristics of Selected Colleges and Universities:
Public Universities (N=51)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	556,719	638,380	14.7	795,348	24.6
Current fund liabilities	266,154	302,939	13.8	371,407	22.6
Debt service payments	99,394	133,242	34.1	121,629	-8.7
Quasi-endowment fund balance	107,342	123,496	15.0	129,755	5.1
Net student accounts receivable	32,825	32,741	-.3	37,092	13.3
Salaries and wages	1,449,669	1,801,482	24.3	2,138,094	18.7
Dormitory occupancy rate (in percentages)	93	93	0	94	.6
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	113,600	166,400	46.5	215,200	29.3
New transfer students	66,000	66,500	.6	70,000	5.4
Undergraduate applications	405,000	431,000	6.4	453,800	5.3
Full-time-equivalent faculty	35,800	37,100	3.6	38,200	3.1

Table 5

Trends in Selected Characteristics of Selected Colleges and Universities:
Private Universities (N=37)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	321,905	370,140	15.0	452,014	22.1
Current fund liabilities	186,702	209,410	12.2	254,848	21.7
Debt service payments	28,022	36,648	30.8	39,415	7.6
Quasi-endowment fund balance	386,725	415,928	7.6	483,496	16.2
Net student accounts receivable	36,939	41,477	12.3	51,510	24.2
Salaries and wages	582,028	655,451	12.6	783,425	19.5
Dormitory occupancy rate (in percentages)	92	93	.8	95	2.4
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	13,100	16,800	27.6	51,800	209.0
New transfer students	14,100	13,200	-6.9	12,900	-1.7
Undergraduate applications	142,900	151,200	5.8	160,500	6.2
Full-time-equivalent faculty	15,000	15,500	3.0	15,500	0

Table 6

Trends in Selected Characteristics of Selected Colleges and Universities:
Public Four-Year Colleges (N=363)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	1,287,875	1,677,824	30.3	2,050,353	22.2
Current fund liabilities	565,905	682,037	20.5	767,051	12.5
Debt service payments	196,675	234,796	19.4	251,192	7.0
Quasi-endowment fund balance	25,714	50,051	94.6	56,151	12.2
Net student accounts receivable	106,054	121,799	14.8	136,745	12.3
Salaries and wages	3,448,548	3,997,984	15.9	4,749,482	18.8
Dormitory occupancy rate (in percentages)	86	89	3.7	90	1.6
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	83,700	169,200	102.1	223,100	31.9
New transfer students	210,300	223,500	6.3	224,800	.6
Undergraduate applications	1,369,400	1,496,700	9.3	1,525,600	1.9
Full-time-equivalent faculty	102,300	103,200	.8	106,300	3.0

Table 7

Trends in Selected Characteristics of Selected Colleges and Universities:
Private Four-Year Colleges (N=914)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	1,259,223	1,385,896	10.1	1,644,461	18.7
Current fund liabilities	864,073	980,455	13.5	1,279,045	30.5
Debt service payments	234,894	236,045	.5	276,011	16.9
Quasi-endowment fund balance	1,128,073	1,248,686	10.7	1,365,292	9.3
Net student accounts receivable	132,710	144,714	9.0	195,609	35.2
Salaries and wages	2,309,676	2,772,023	20.0	3,203,718	15.6
Dormitory occupancy rate (in percentages)	92	91	-.7	91	0
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	157,600	147,100	-6.6	165,600	12.5
New transfer students	83,700	94,700	13.1	104,100	10.0
Undergraduate applications	868,400	924,000	6.4	1,009,100	9.2
Full-time-equivalent faculty	73,800	79,500	7.8	82,000	3.1

Table 8

Trends in Selected Characteristics of Selected Colleges and Universities:
Public Two-Year Colleges (N=900)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	1,645,187	2,039,642	24.0	2,321,856	13.8
Current fund liabilities	702,545	867,730	23.5	1,042,147	20.1
Debt service payments	219,801	252,312	14.8	283,786	12.5
Quasi-endowment fund balance	11,733	14,252	21.5	20,101	41.0
Net student accounts receivable	32,917	45,715	38.9	49,926	9.2
Salaries and wages	3,023,478	3,837,679	26.9	4,581,433	19.4
Dormitory occupancy rate (in percentages)	85	86	1.4	87	1.6
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	1,311,000	1,721,700	31.3	1,906,500	10.7
New transfer students	301,600	342,600	13.6	361,600	5.5
Undergraduate applications	3,000,300	3,346,000	11.5	3,385,900	1.2
Full-time-equivalent faculty	113,400	130,500	15.0	133,700	2.5

Table 9

Trends in Selected Characteristics of Selected Colleges and Universities:
Private Two-Year Colleges (N=243)

Characteristics	1974-75 Amount	1976-77 Amount	1976-77 % Change from 1974-75	1978-79 Amount	1978-79 % Change from 1976-77
Finances (dollars in thousands)					
Current fund assets	360,427	402,514	11.7	482,232	19.8
Current fund liabilities	105,903	130,724	23.4	143,850	10.0
Debt service payments	17,269	23,084	33.7	26,019	12.7
Quasi-endowment fund balance	27,677	28,197	1.9	31,747	12.6
Net student accounts receivable	4,651	4,327	-7.0	5,607	29.6
Salaries and wages	166,020	198,807	19.7	231,159	16.3
Dormitory occupancy rate (in percentages)	72	77	5.7	82	69
Enrollment and Faculty (rounded to the nearest hundred)					
Not-for-credit enrollments	5,300	9,800	84.6	5,300	-46.4
New transfer students	10,000	10,900	9.1	12,200	12.0
Undergraduate applications	111,300	125,900	13.1	137,000	8.9
Full-time-equivalent faculty	8,000	8,400	5.7	8,800	4.3

Table 10

Institutional Loan Defaults or Moratoriums, 1978-79,
by Selected Institutional Characteristics

Institutional Characteristics	Total Number of Institutions	Percent of Total with Defaults on Federally Guaranteed Loans	Percent of Total with Sinking Fund Defaults
Total institutions	2,508	3.6	2.0
Public institutions	1,314	3.5	.8
Universities	51	2.0	0
Four-year colleges	363	5.2	2.8
Two-year colleges	900	2.9	.1
Private institutions	1,194	3.7	3.1
Universities	37	0	0
Four-year colleges	914	4.8	4.0
Two-year colleges	243	0	0

Table 11

Trends in the Ratio of Current Fund Assets
to Current Fund Liabilities

Institutional Category	1974-75	1976-77	1978-79
Public universities	2.066	2.094	2.125
Public four-year colleges	2.276	2.460	2.673
Public two-year colleges	2.337	2.347	2.225
Private universities	1.724	1.768	1.774
Private four-year colleges	1.461	1.416	1.289
Private two-year colleges	3.403	3.079	3.352

Table 12

Trends in the Ratio of Available Fund Balances
to Operating Expenses

Institutional Category	1974-75	1976-77	1978-79
Public universities	0.185	0.207	0.207
Public four-year colleges	0.102	0.107	0.122
Public two-year colleges	0.147	0.144	0.153
Private universities	0.556	0.493	0.496
Private four-year colleges	0.414	0.386	0.364
Private two-year colleges	0.195	0.172	0.231

Table 13

Trends in the Ratio of Fixed Commitments
to Current Fund Revenues

Institutional Category	1974-75	1976-77	1978-79
Public universities	0.144	0.159	0.150
Public four-year colleges	0.173	0.183	0.193
Public two-year colleges	0.168	0.172	0.186
Private universities	0.125	0.125	0.128
Private four-year colleges	0.131	0.126	0.116
Private two-year colleges	0.092	0.084	0.081

Table 14

Trends in the Ratio of Salaries and Wages
to Total Expenditures

Institutional Category	1974-75	1976-77	1978-79
Public universities	0.565	0.583	0.623
Public four-year colleges	0.610	0.591	0.628
Public two-year colleges	0.712	0.691	0.767
Private universities	0.536	0.499	0.508
Private four-year colleges	0.475	0.485	0.476
Private two-year colleges	0.504	0.479	0.473

APPENDIX A: Survey Instrument

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

HIGHER EDUCATION PANEL
(202) 833-4757

February 19, 1980

Dear Higher Education Panel Representative:

Enclosed is Higher Education Panel Survey No. 49, "Indicators of Financial Status of Colleges and Universities." The survey seeks trends in various items of information related to the financial condition of colleges and universities. Please note that the information being sought is not available through the Higher Education General Information Surveys (HEGIS).

The Office of Education is supporting a study by the American Council on Education and the National Association of College and University Business Officers. The enclosed survey is one element of the broader research effort. The purpose of the study is to assess the financial causes of strengths and weaknesses in colleges and universities, to determine the students potentially most affected by institutional hardship, and to identify feasible policy alternatives to remedy financial difficulties. The information collected by this survey will be merged with HEGIS data to generate specific financial indicators pertaining to various classes of institutions.

A special note to public institutions. We realize that public and private institutions require different styles of analysis to assess financial condition. For many public institutions, for example, deficits and carry forwards are prohibited by law, making questions about assets, liabilities, quasi-endowments and loan defaults seem inappropriate. However, we urge all institutions to supply all requested data where available. This will help the sponsors to select the most appropriate forms of analysis.

Based on field test results, we believe that responses to Part I will come from the business office and responses to Part II will come from the registrar. As usual, however, we leave that decision to you.

Please understand that responses from your institution will be held in strict confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. Although you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

Please return the completed questionnaire to us by March 12, 1980. A prepaid return envelope has been enclosed for your convenience. If you have any problems or questions, please do not hesitate to telephone us collect at 202-833-4757.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

NACUBO National Association of College and University Business Officers
One Dupont Circle, Suite 510, Washington, D.C. 20036 • 202/861-2500

February 19, 1980

Dear Colleague:

Although I am normally hesitant to endorse a survey which threatens to add to the burden of already harassed business officers, NACUBO and the American Council on Education have become committed to a project which needs the data requested in this Higher Education Panel survey.

As part of a project funded by the U.S. Office of Education, we are preparing an analysis of the financial condition of institutions of higher education. We will merge the information with existing HEGIS data and will prepare a statement of trends in the financial resources and pressures at colleges and universities. HEGIS alone presents an incomplete picture.

The analysis will provide the basis of a study of federal education policy options and will also be used to improve our financial condition self-assessment manuals. Broader comparative data are needed in these workbooks.

Please be assured that your responses will be held in strictest confidence. Results will be reported in an aggregate form only and will not be identifiable with any institution.

Your cooperation is requested and greatly appreciated. Please return the completed form to ACE by March 12, 1980.

Thank you.

Sincerely,

D. F. Finn
Executive Vice President

INSTRUCTIONS - PART I

Please note that data are requested for *every other year*.

These data are *not* reported in the Higher Education General Information Surveys (HEGIS).

FINANCES

1. Assets normally include both unrestricted and restricted (a) cash, (b) investments, (c) accounts receivable, (d) inventories, (e) prepaid expenses and deferred charges, and (f) interfund lending ("due from"). *Be sure to exclude* institutional plant and loans receivable from students.

2. Liabilities normally include (a) accounts payable; (b) accrued liability; (c) students' deposits; (d) deferred revenues; (e) notes payable due within one year; and (f) interfund liabilities ("due to"). *Be sure to exclude* notes payable longer than one year.

3. Include in debt service payments both interest and principal payments for the year specified *regardless* of the fund making the payments. *Do not include* interfund payments of interest or principal (i.e., mandatory transfers).

4. Quasi-endowment funds are funds functioning as endowment without restrictions on principal payout. This is a breakout of the HEGIS figure.

5. Use the audited end-of-year net amount. Billings for terms or semesters not yet begun and credit accounts should not be included in the audited amount.

6. Include only current fund salaries and wages which contributed to expenses listed as "current fund expenditures" on line B-19 of the HEGIS finance form. Include wages to students if appropriate.

AUXILIARY ENTERPRISES

7. This should be the percentage of capacity of all *institutionally owned* living spaces rented to students which are occupied for the fall term or semester.

LOAN DEFAULTS OR MORATORIUMS BY INSTITUTIONS

8. Indicate if any loan payments due from your institution to HEW or HUD were not paid in FY 1978-79.

9. Indicate if any payments due sinking funds were not paid in FY 1978-79.

OMB No. 099-R0265
Exp. 6/81

American Council on Education
Higher Education Panel Survey No. 49:

INDICATORS OF FINANCIAL STATUS OF COLLEGES AND UNIVERSITIES

	1974-75	1976-77	1978-79
	Data are requested for every other year		

I. BASIC INSTITUTIONAL INFORMATION (TO BE COMPLETED BY THE BUSINESS OFFICE)

FINANCES

1. Amount of current fund assets _____ _____ _____

2. Amount of current fund liabilities _____ _____ _____

3. Annual debt service payments (all funds) _____ _____ _____

4. Quasi-endowment fund balance _____ _____ _____

5. Net student accounts receivable at end of fiscal year (excluding fall billings and credit accounts) _____ _____ _____

6. Amount paid out in salaries and wages for the year _____ _____ _____

AUXILIARY ENTERPRISES

7. Dormitory occupancy rate (percent of capacity), fall term (if your institution owns no dorms, write "no dorms" in the space provided) _____ _____ _____

LOAN DEFAULTS OR MORATORIUMS BY INSTITUTIONS

8. Any defaults or moratoriums on federally guaranteed loans from HEW and HUD to your institution during FY 78-79? ( ) yes ( ) no

9. Any sinking fund defaults during FY 78-79? ( ) yes ( ) no

A note to public institutions:

For many public institutions, deficits and carry forwards are prohibited by law, making questions about assets, liabilities, and defaults seem inappropriate. However, to help determine the most appropriate forms of analysis, PLEASE provide as much of the requested data as possible.

Where no such funds exist (e.g., quasi-endowment funds), mark XXXX in the spaces provided. Where funds exist but cannot be distinguished from state or system funds, mark SYSTEM in the spaces provided. Please *do not use* NA--we never know if it means "not applicable" or "not available".

	1974-75	* 1976-77	* 1978-79
II. ENROLLMENT AND FACULTY INFORMATION (TO BE COMPLETED BY THE REGISTRAR)			
1. Number of not-for-credit enrollments as of October 15			
2. Number of new transfer students as of October 15			
3. Number of applications for undergraduate degree-credit enrollment during the school year			
4. Number of full-time-equivalent faculty as of October 15			

INSTRUCTIONS - PART II

* Please note that data are requested for *every other year*.

This questionnaire seeks data *not included* in the Higher Education General Information Surveys (HEGIS).

1. Count all students enrolled as of October 15 (or your institution's fall reporting date) for courses or instruction for which no credit is given. *Exclude* students counted by HEGIS opening fall enrollment.

2. Count all students enrolled as of October 15 (or your institution's fall reporting date) who were never before enrolled in your institution but who were previously enrolled in another institution of higher education.

3. Include completed applications only. Include applications received at any time for enrollment during each of the three years specified. Exclude inquiries.

4. Include full-time faculty, part-time faculty, faculty contributing their services, and administrators who teach part time who are employed as of October 15 (or your institution's fall reporting date).

   Include faculty members with titles of professor, associate professor, assistant professor, instructor, lecturer, visiting professor, adjunct professor, or interim professor (or its equivalent).

   To find the full-time equivalent for a part-time faculty member, divide that faculty member's load (in contact hours or course hours) by your institution's *expected* full-time load.

Thank you for your assistance.

Please return this form by March 12, 1980 to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036

Please keep a copy of this survey for your records.

Person completing form

Name_____

Dept._____

Phone_____

If you have any questions or problems, please call the HEP staff collect at 202-833-4757.

APPENDIX B: Methodology

The survey population included all institutions except those classified by the Carnegie Commission as major research universities, medical and other health profession schools, bible colleges and seminaries, art schools, law schools, and other specialized institutions. Table B-1 shows how the population was stratified.

Survey responses were weighted by the ratio of the number of institutions in the population to the number of institutions in the Panel that responded to the survey item. Missing values were replaced by the mean value reported for the appropriate year, separately for each stratification cell.

Usable responses were received from 68 percent of the 600 eligible Panel institutions (table B-2). The level of response was fairly uneven for this survey; the larger institutions in terms of enrollment and finances were more likely to respond, whereas the smaller institutions were less likely to respond. Many of the public institutions, primarily the two-year colleges, reported an inability to respond because they were part of a larger university system and hence maintained none of the requested financial records.

Readers should exercise caution in interpreting data from two-year colleges, particularly in the private sector, because of their relatively low response rates and their resultant high weights.

Table B-1

Stratification Design for Weighting

Strat Cell	Population (N=2,508)	Respondents (N=410)
Public universities	51	44
Private universities	37	27
Public black four-year colleges FTE > 3,000	13	7
Public nonblack four-year colleges FTE > 8,750	101	76
Private nonblack four-year colleges FTE > 8,750	13	7
Public two-year colleges FTE > 8,750	36	17
Public four-year colleges FTE 3,700-8,750	77	33
Public four-year colleges FTE < 3,700	172	20
Private four-year colleges FTE 2,000-8,750	130	29
Private four-year colleges FTE 1,000-2,000	267	30
Private four-year colleges FTE < 1,000	504	19
Public two-year colleges FTE 5,100-8,750	62	20
Public two-year colleges FTE 3,260-5,100	103	27
Public two-year colleges FTE 1,600-3,260	177	20
Public two-year colleges FTE < 1,600	522	26
Private two-year colleges	243	8

Table B-2

Comparison of Respondents and Nonrespondents
(in percentages)

Characteristic	Respondents (N=410)	Nonrespondents (N=190)	Response Rate
Total	100.0	100.0	68.2
Type and control			
Public universities	10.8	3.7	86.3
Private universities	6.6	4.2	77.1
Public four-year colleges	33.3	20.9	77.3
Private four-year colleges	20.8	19.9	69.1
Public two-year colleges	26.7	46.1	55.3
Private two-year colleges	2.0	5.2	44.4
FTE enrollment Fall 1977			
Under 1,000	10.3	23.6	48.3
1,000-4,999	38.6	42.9	65.8
5,000-9,999	34.0	22.0	76.8
10,000 and over	17.1	11.5	76.1
Total undergraduate enrollment Fall 1977			
Under 1,000	15.2	28.3	53.4
1,000-4,999	50.6	50.3	68.3
5,000-9,999	26.2	17.3	76.4
10,000 and over	8.0	4.2	80.5
Current fund revenues 1975-76			
Less than $5.6 million	20.5	34.6	56.0
$5.6 - 12.8 million	23.7	27.7	64.7
$12.9 - 26.0 million	26.4	21.5	72.5
More than 26 million	29.3	16.2	79.5
Current fund expenditures 1975-76			
Less than $5.6 million	20.5	35.1	55.6
$5.6 - 12.8 million	24.2	28.3	64.7
$12.9 - 26.0 million	26.7	21.5	72.7
More than $26 million	28.6	15.2	80.1

APPENDIX C: Reliability of Survey Estimates

Since the statistics presented in this report are based on a sample, they will differ somewhat from the figures which would have been obtained if a complete census had been taken using the same survey instrument, instructions, and procedures. As in any survey, the results are also subject to reporting and processing errors and errors due to nonresponse. To the extent possible, these types of errors were kept to a minimum by methods built into the survey procedures.

The standard error is primarily a measure of sampling variability, that is, the variations that might occur by chance because only a sample of the institutions is surveyed. The chances are about 68 out of 100 that an estimate from the sample would differ from a complete census by less than the standard error. The chances are about 90 out of 100 that the difference would be less than 1.65 times the standard error; about 95 out of 100 that the difference would be less than 1.96 times the standard error; and about 99 out of 100 that it would be less than 2.5 times as large. Thus, knowing the standard error permits us to specify a range within which we can have a stated confidence that a given estimate would lie if a complete census, rather than a sample survey, had been conducted. As an example, please refer to the estimated number of full-time-equivalent (FTE) faculty in 1978-79 at all institutions: 384,500. The standard error of the estimate is 4,675 which, when multiplied by 1.65, yields 7,714, or the half-length of the 90 percent confidence interval. Thus, the chances are about 90 out of 100 that a complete census would show the number of FTE faculty in 1978-79 at all institutions to be more than 376,786 and less than 392,214.

The following table shows 90 percent confidence intervals of selected survey estimates, by control of institution.

Table C-1

Ninety Percent Confidence Intervals of Selected Survey Estimates, 1978-79

Item	Total Institutions		Public Institutions		Private Institutions	
	Estimate	Confidence Interval ±	Estimate	Confidence Interval ±	Estimate	Confidence Interval ±
Finances (dollars in thousands)						
Current fund assets	7,746,264	813,996	5,167,557	542,283	2,578,707	640,489
Current fund liabilities	3,858,347	273,878	2,180,605	203,321	1,677,743	185,539
Salaries and wages	15,687,311	540,820	11,469,009	462,146	4,218,302	785,826
Enrollment and Faculty (rounded to the nearest hundred)						
Undergraduate applications	6,672,000	413,137	5,365,300	398,658	1,306,700	110,879
FTE faculty	384,500	7,714	278,300	10,925	106,200	6,634

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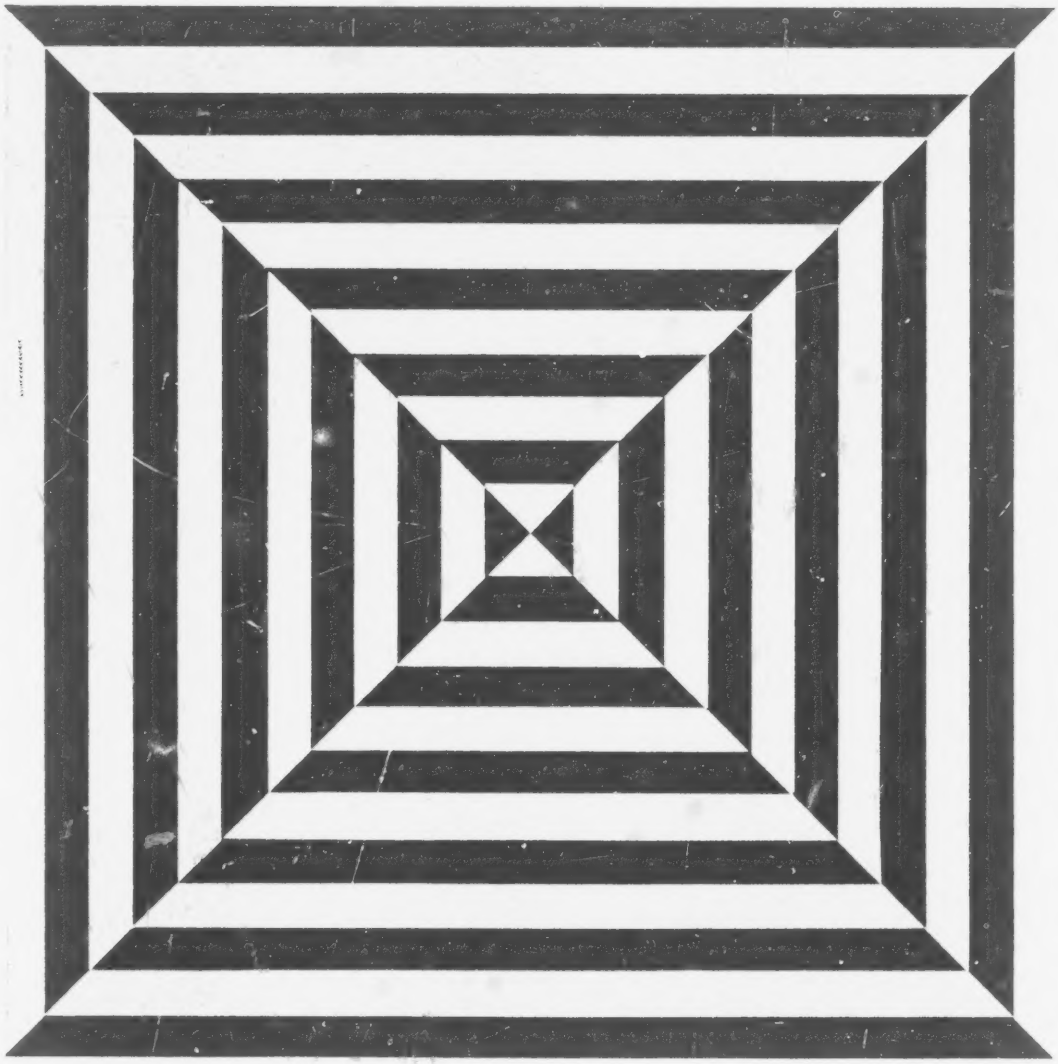
SELECTED CHARACTERISTICS OF FULL-TIME HUMANITIES FACULTY, FALL 1979

Frank J. Atelsek and Irene L. Gomberg



HIGHER EDUCATION PANEL REPORT, NUMBER 51
AMERICAN COUNCIL ON EDUCATION

AUGUST
1981

A Survey Funded by the National Science Foundation, the U. S. Department of Education, and the National Endowment for the Humanities

AMERICAN COUNCIL ON EDUCATION

J. W. Peltason, *President*

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. *Higher Education Panel Reports* are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

The Higher Education Panel's surveys on behalf of the Federal Government are conducted under contract support provided jointly by the National Science Foundation, the National Endowment for the Humanities, and the U. S. Department of Education (NSF Contract SRS-78-16385).

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Selected Characteristics of Full-Time Humanities Faculty, Fall 1979

Frank J. Atelsek
Irene L. Gomberg

Higher Education Panel Reports
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Highlights

Population

- As of fall 1979, more than 2,400 institutions had approximately 58,600 full-time humanities faculty teaching English, history, modern languages, and philosophy.
- Fifty-four percent of these institutions are in the public sector; 47 percent are four-year colleges, 46 percent are two-year colleges, and 7 percent are universities.
- Of the 8,100 departments identified, 30 percent were English departments, 28 percent were history departments, and 21 percent each were philosophy and modern language departments.

Humanities Faculty

- Public four-year colleges employed 25 percent of all full-time humanities faculty, private four-year colleges employed 23 percent, public two-year colleges 22 percent, public universities 20 percent, private universities 8 percent, and private two-year colleges 2 percent.
- English accounted for 30 percent of all humanities departments and 48 percent of all humanities faculty; philosophy accounted for 21 percent of all departments and 10 percent of all faculty.
- Of the full-time humanities faculty represented by this survey, 38,500 (65 percent) are nonminority men; 15,100 (26 percent) are nonminority women, 2,900 (5 percent) are minority men, and 2,100 (4 percent) are minority women.
- The proportion of women teaching is larger at two-year colleges (38 percent) than at either four-year colleges (29 percent) or universities (22 percent).
- The proportion of minority faculty is larger at two-year colleges (11 percent) than at either four-year colleges (9 percent) or universities (6 percent).

Tenure Status and Rank

- Seventy-two percent of the 58,600 full-time humanities faculty are tenured, and 12 percent are outside the tenure system.
- Three-fourths of humanities faculty at public institutions hold tenure, compared with two-thirds at private institutions.
- Tenure rates among full-time humanities faculty are 79 percent for nonminority men, 71 percent for minority men, 59 percent for nonminority women, and 61 percent for minority women.

- History has the highest proportion of tenured faculty (80 percent), followed by modern languages (73 percent), philosophy (71 percent), and English (69 percent).
- Nonminority men account for 66 percent of all humanities faculty but 84 percent of philosophy faculty and 80 percent of history faculty; minority men and minority women account for 9 percent of all humanities faculty but 16 percent of modern languages faculty.
- The tenured professoriate (i.e., professors, associate professors, and other tenured faculty) is composed of 71 percent nonminority men, 21 percent nonminority women, 5 percent minority men, and 3 percent minority women.
- Forty-three percent of nonminority men are tenured full professors, compared with 32 percent of minority men, 25 percent of nonminority women, and 20 percent of minority women.

Highest Degree

- Nearly two-thirds of all full-time humanities faculty had earned a Ph.D. in a humanities field: 87 percent of faculty at universities, 72 percent of faculty at four-year colleges, and 20 percent of faculty at two-year colleges.
- Philosophy had the highest percentage of doctorate holders (78 percent), followed by history (75 percent), modern languages (70 percent), and English (53 percent).
- At all institutions, 7 of every 10 nonminority men held a Ph.D., as did 6 of every 10 minority men, 5 of every 10 nonminority women, and 4 of every 10 minority women.

New Appointments

- Of all faculty teaching in 1979-80 in the four humanities fields under study, 3,700 (6 percent) were newly appointed that year; nearly three-fifths were appointments in English departments.
- In 1979-80, 43 percent of the new appointments in the public sector were in the tenure track, compared with 50 percent in the private sector.
- For 1980-81, 3,200 new appointments were estimated--13 percent fewer than 1979-80.

Overview

A primary purpose of this survey was to fill a critical need for basic information about full-time humanities faculty at America's colleges and universities, a segment of the higher education community on which very little aggregate data exists. The people who are the humanities teachers in our higher education institutions are the backbone of liberal education; it is from the disciplines they represent that contemporary higher education has evolved.

Obviously, some studies exist which provide useful information on humanities faculty. For example, the biennial survey of the Ph.D. population by the National Academy of Science's Commission on Human Resources describes the patterns of employment and mobility for a sample of doctorate recipients, including a representative proportion of those in the humanities. Not all humanities faculty, however, are Ph.D.'s and this is especially true for a number of those who began their careers in earlier decades. A second partial source is the Higher Education General Information Survey (HEGIS), by which the National Center for Education Statistics collects data on all faculty by gender and rank although not by discipline.

The current Higher Education Panel survey provides, for the first time, information on total number of faculty in four of the major humanities disciplines, on their gender and racial/ethnic composition, and on their level of education and tenure status. The study was also designed to provide a limited amount of information on short-term demand for humanities faculty in those disciplines where the greatest numbers find employment. Because the information had to be solicited at the departmental level, the data-gathering was restricted to full-time humanities faculty and to four of the core disciplines--English, history, modern languages, and philosophy. It is expected that subsequent studies will augment these data.

The survey was initiated by the National Endowment for the Humanities through its Evaluation and Assessment Studies Branch, which is responsible for monitoring the health and vitality of institutional and human resources in the humanities. The study,

it is hoped, will provide the agency, colleges, universities, researchers, and other interested parties with more and better information about a key humanities resource, full-time faculty.

Methods Summary

The Higher Education Panel is a continuing survey research program created in 1971 by the American Council on Education to conduct specialized surveys on topics of current policy interest to the higher education community and to government agencies.

The Panel is a stratified sample of 760 colleges and universities drawn from the population of more than 3,000 institutions listed in the National Center for Education Statistics' (NCES) Education Directory. All institutions in the population are grouped according to the Panel's stratification design, which is based on three factors: institution type (whether a school is a university, four-year college, or two-year college), control or governance (whether it is public or private), and size, by full-time-equivalent enrollment. For any given survey, either the entire Panel or an appropriate subgroup is used.

The questionnaire (see Appendix A) was mailed on May 16, 1980, to all Panel institutions except independent medical schools, religious or Bible colleges, and certain other specialized institutions, such as engineering and business colleges. Respondents were asked to report selected characteristics of humanities fculty members as of fall 1979, who were teaching full time in English and American literature, history, modern languages, and philosophy. These characteristics were sex, minority status, rank, tenure status, and highest degree earned in the humanities.

Of the 693 Panel institutions originally surveyed, 20 had none of the four humanities fields requested and were therefore dropped from the sample. After mail and telephone follow-ups were completed, usable responses were received from 562 institutions, for an overall response rate of 84 percent.

Data from responding institutions were statistically adjusted to represent the eligible national population of 2,447 universities, four-year colleges, and two-year colleges.

The departmental structure of institutions in the Panel was assumed to be similar to the departmental structure of all institutions in the population. For the first stage of weighting procedure, responding Panel institutions were adjusted for departmental nonresponse; then the entire Panel was adjusted for institutional nonresponse. Finally, institutional weights were applied to bring the Panel up to the national population.

Appendix B contains technical notes such as the stratification design, a comparison of respondents and nonrespondents, and a discussion of the reliability of the survey estimates.

Findings

The data contained in this report represent humanities faculty at just over 2,400 institutions, more than half of which are publicly controlled.

Table A: Institutional Population

Category	Percentage Distribution	Number
Public universities	4	111
Private universities	3	72
Public four-year colleges	14	342
Private four-year colleges	33	816
Public two-year colleges	36	869
Private two-year colleges	10	237
Total	100	2,447

As shown in Table A, the population is almost evenly split between four-year (47 percent) and two-year colleges (46 percent), with universities comprising the remaining 7 percent.

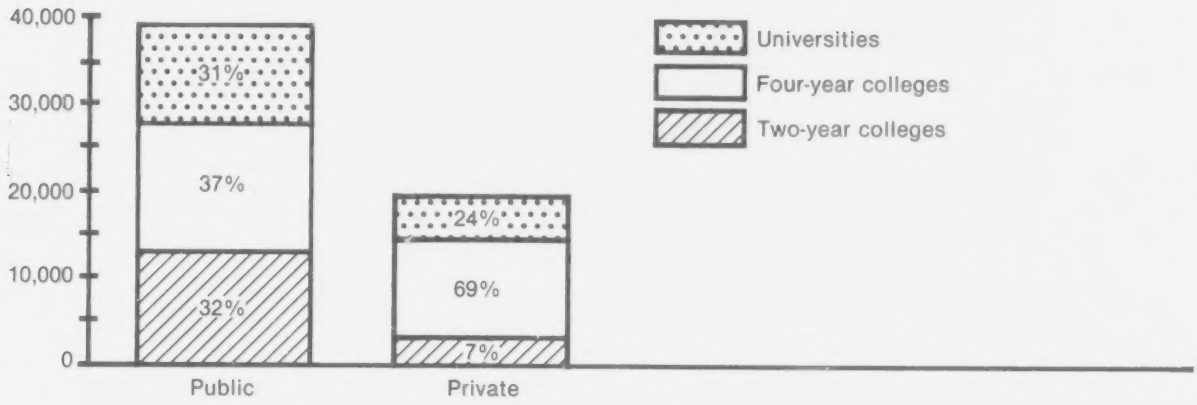
Thirty percent of the nearly 8,100 departments[1] identified were English departments, which represented the largest share. Twenty-one percent were modern language departments, which represented the smallest share (Table B).

Table B: Distribution of Humanities Departments

Department	Percentage Distribution	Number
English	30	2,395
History	28	2,255
Philosophy	21	1,716
Modern languages	21	1,691
Total	100	8,057

[1] For convenience, we will use the term *departments*. An institution may offer courses in a specific humanities field, such as philosophy, without having a formally organized philosophy department. For the purposes of this survey, however, that institution is considered to have a philosophy department.

Fig. 1. Estimated Full-Time Humanities Faculty



Humanities Faculty

In fall 1979, roughly 58,600 full-time faculty members were teaching English, history, modern languages, and philosophy. Twice as many were teaching in public as in private institutions. As shown in Figure 1, humanities faculty in the public sector were the most highly concentrated in four-year colleges (37 percent); the rest were fairly evenly distributed between universities and two-year colleges. In the private sector, in contrast, 7 of every 10 faculty members were teaching at four-year colleges; 24 percent were in universities, and 7 percent in two-year colleges.

As noted above, the humanities discipline with the largest number of departments was English. That discipline also represented the largest percentage (48 percent) of the humanities faculty counted in this study (see Table C).

Table C: Distribution of Faculty and Departments

Department	Percentage of Total Departments N=8,100	Percentage of Total Faculty N=58,600
English	30	48
History	28	23
Modern languages	21	19
Philosophy	21	10
Total percent	100	100

Philosophy accounted for one-fifth of the departments--the smallest percentage--and only one-tenth of the faculty.

Institutional Setting and Department

Figure 2 depicts the concentration of humanities faculty by discipline in public and in private institutions. As noted earlier, public institutions employed more than twice as many faculty as private institutions--39,400 compared with 19,200. Just over half of the faculty in the public sector were teaching English, and nearly one-fourth were teaching history; 18 percent, modern languages; and 8 percent, philosophy. The rank ordering of fields by faculty was the same in the private sector, but the differences among them were not as great.

A different perspective of humanities faculty concentration is provided by Figure 3. The largest proportion of English faculty held appointments in public two-year colleges (29 percent), whereas the largest proportion of history faculty held appointments in public four-year colleges (28 percent). Public universities were the most frequent employers of modern language faculty (26 percent), and private four-year colleges the most frequent employers of philosophy faculty (33 percent).

Gender and Minority Status

Of the 58,600 full-time faculty members in the four humanities disciplines covered in the survey, about three of every ten are women and one of every ten is a minority group member. Table D shows the distribution of faculty by gender and minority status:

Table D: Gender and Minority Status of Humanities Faculty

	Number	Percentage Distribution
Nonminority men	38,500	65
Nonminority women	15,100	26
Minority men	2,900	5
Minority women	2,100	4

Figure 4 shows the distribution of humanities faculty by gender and minority status among public and private universities, four-year colleges, and two-year colleges. At the university level, public institutions have more than two-and-one-half

Fig. 2. Field Distribution of Humanities Faculty

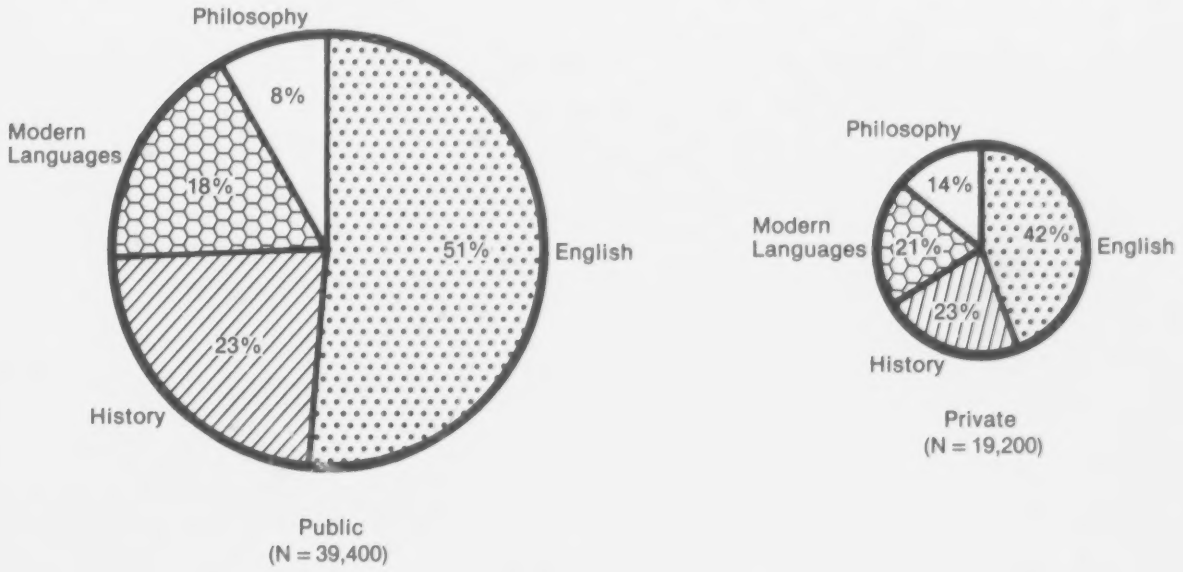
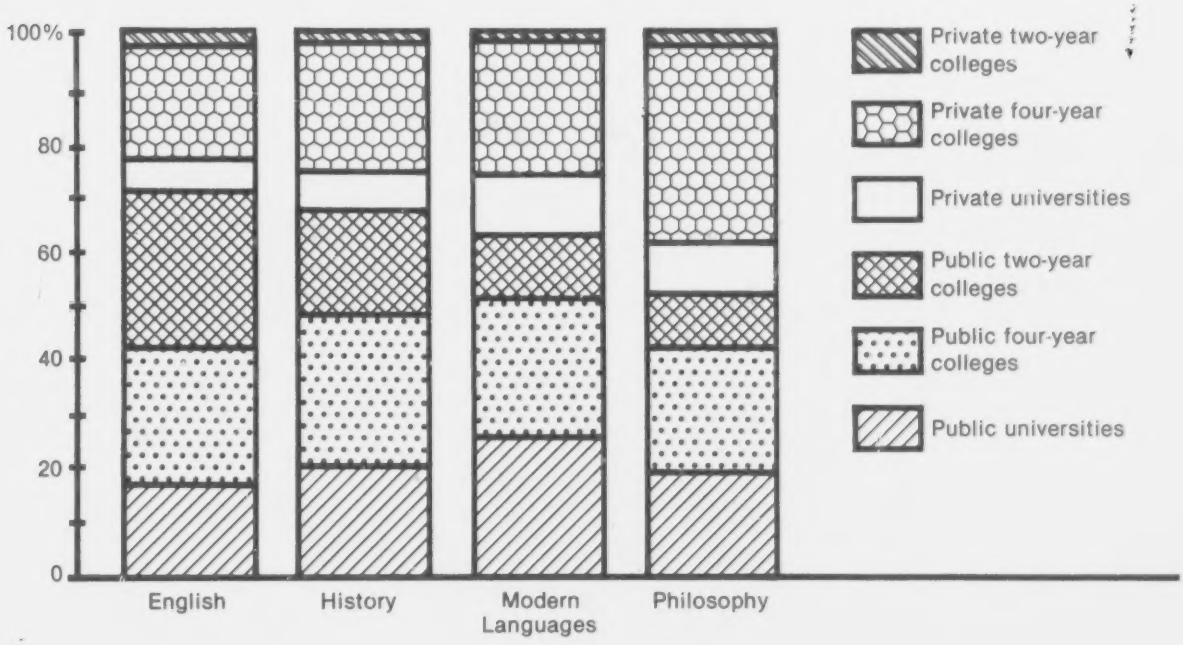


Fig. 3. Institutional Distribution of Humanities Faculty, by Field



times more faculty members than private. The proportions of each gender and minority grouping, however, are about the same at both kinds of universities. Nonminority men make up almost three-quarters of the university faculties; nonminority women, about 20 percent, minority men about 5 percent, and minority women, 2 percent.

The four-year colleges account for almost half of the humanities faculty in the fields covered by the survey. At these colleges, two-thirds of the faculty are nonminority men and about one fourth are nonminority women. Minority faculty account for the remaining 10 percent (6 percent men and 4 percent women).

At the two-year colleges, faculty men outnumber faculty women (62 percent vs. 38 percent). Nevertheless, the proportion of women teaching is greater at two-year colleges than at either four-year colleges or universities. The minority faculty proportion is also larger at two-year institutions--11 percent, compared with 6 percent at universities and 8 percent at four-year colleges.

The national estimates indicate that at private two-year colleges humanities faculty total less than 1,400 members, of which half are nonminority men, 44 percent are nonminority women, 4 percent are minority men, and 1 percent minority women. It should be noted, however, that the survey's estimates for humanities faculty at private two-year colleges should be used with caution--their small number (2 percent of the total humanities faculty), their low representation in the Panel, and their relatively low response rate combined to require a large weight to produce the national estimate.

Figure 5 shows how each of the faculty categories is distributed among universities, four-year colleges, and two-year colleges. Of the 15,000 nonminority faculty women in the four humanities fields, 22 percent teach at the university level, 47 percent at four-year colleges, and 31 percent at two-year colleges.

Figure 5 also shows that minority women have proportionately fewer of their number at universities (15 percent) and correspondingly greater representation at two-year colleges (34 percent) than do any of the other faculty categories. Nonminority men, for example, have twice as large a proportion of their number teaching in university settings as do minority women.

Fig. 4. Gender and Minority Status of Humanities Faculty, by Institutional Category

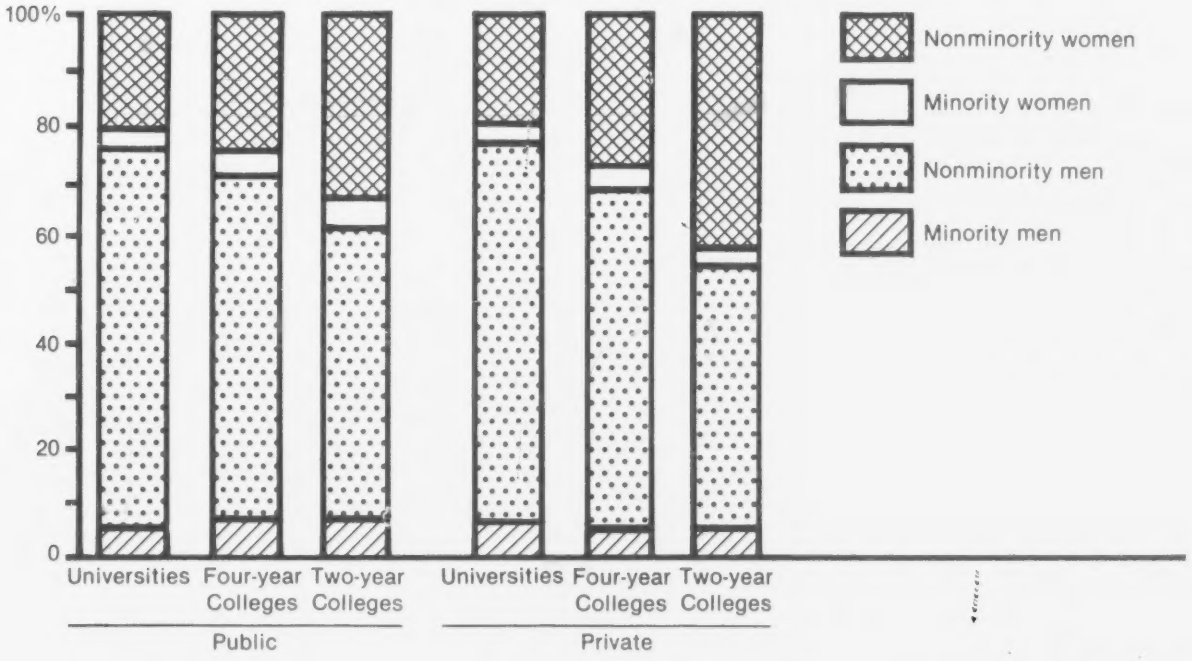
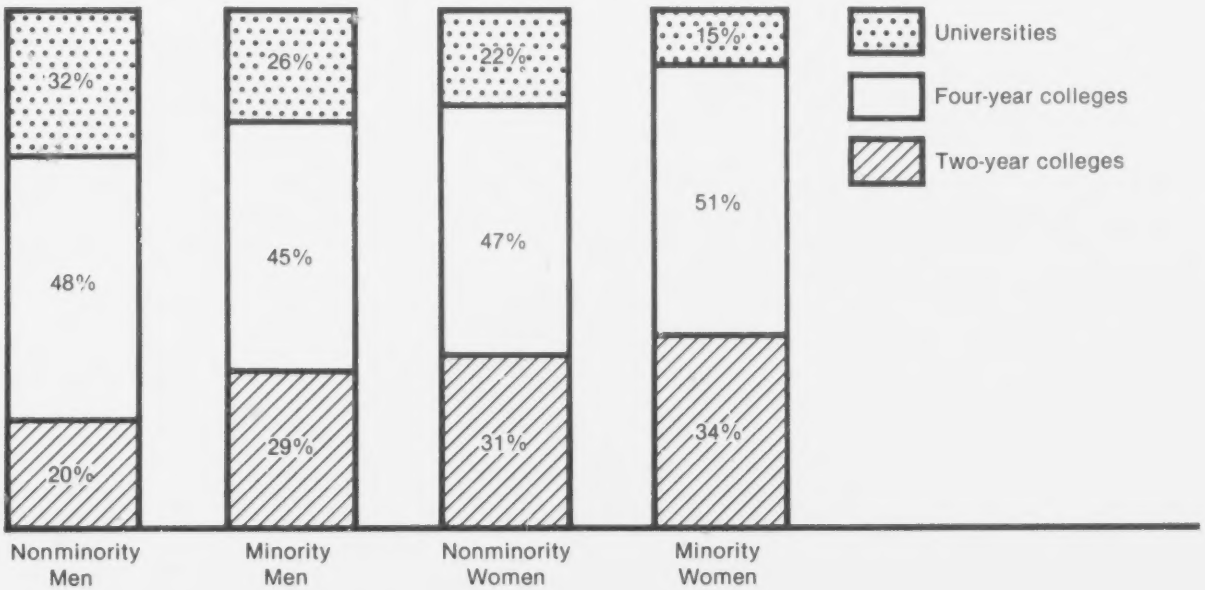


Fig. 5. Institutional Distribution of Humanities Faculty, by Gender and Minority Status



The differences in faculty representation in different settings are more closely related to gender than to minority status. The proportion of both minority and nonminority men teaching at the university level is greater than for either minority or nonminority women. The converse holds at two-year colleges, which account for about 31 percent of the teaching assignments of women and 21 percent of those for men.

It is apparent that if each gender is considered separately, those classified as minority persons are proportionately underrepresented in university settings and overrepresented at the two-year colleges.

Tenure Status

Overall, 72 percent of the humanities faculty are tenured, with an additional 16 percent in the tenure track and awaiting tenure. Thus, only about one in eight faculty members holds a position outside the tenure system.

Table E: Tenure Status of Humanities Faculty

	Total	Tenured	Tenure Track	Nontenure Track
Public institutions	*100*	*75*	*14*	*11*
Universities	100	73	17	10
Four-year colleges	100	79	13	8
Two-year colleges	100	73	12	15
Private institutions	*100*	*67*	*20*	*13*
Universities	100	69	23	8
Four-year colleges	100	70	21	9
Two-year colleges	100	26	10	64

Table E shows the distribution of tenure status among humanities faculty at public and private institutions. The proportion already tenured is consistently higher at public institutions: three of every four faculty members are tenured, compared with two of every three at private institutions. An additional 14 percent of faculty are awaiting tenure at public institutions, compared with 20 percent at private institutions. About the same proportions of faculty at both public and private universities and four-year colleges are outside the tenure system (8 to 10 percent). At two-year colleges, greater proportions of the faculty are outside the tenure track (15 percent

at public institutions, and 64 percent at private institutions).

Figure 6 shows how tenure status is distributed among the faculty classified by gender and minority status. This array again demonstrates that greater proportions of men have achieved tenure than women, although the proportion of nonminority men with tenure is greater than that of minority men (79 percent vs. 70 percent). In comparison, substantially lower proportions of the women faculty are already tenured (about three-fifths each of minority and nonminority women). This contrast is tempered by the somewhat greater proportion of women who are in the tenure track awaiting tenure (22 percent of women vs. 14 percent of men). Nevertheless, the data also show that proportionately more women than men have faculty positions that are completely outside the tenure track (19 vs. 9 percent).

Rank

Detailed views of the ranks held by the tenured segments of the professoriate (i.e., professors, associate professors, and other tenured faculty) are shown in Table F and Figure 7.

Table F: Percentage Distribution of Humanities Faculty Who Are Tenured, by Gender, Minority Status, and Rank

Gender and Minority Status	Total Tenured	Professor	Associate Professor	Other Tenured
Men:	76	85	77	63
Minority	5	4	5	6
Nonminority	71	81	72	57
Women:	24	15	23	37
Minority	3	2	2	6
Nonminority	21	13	21	31
Total	100	100	100	100

As Table F indicates, the total tenured professoriate is primarily nonminority men (71 percent) and nonminority women (21 percent), with minority men at 5 percent and minority women 3 percent of the total. Note that the rank of full professor is even more completely dominated by nonminority men (81 percent).

Fig. 6. Tenure Status of Humanities Faculty, by Gender and Minority Status

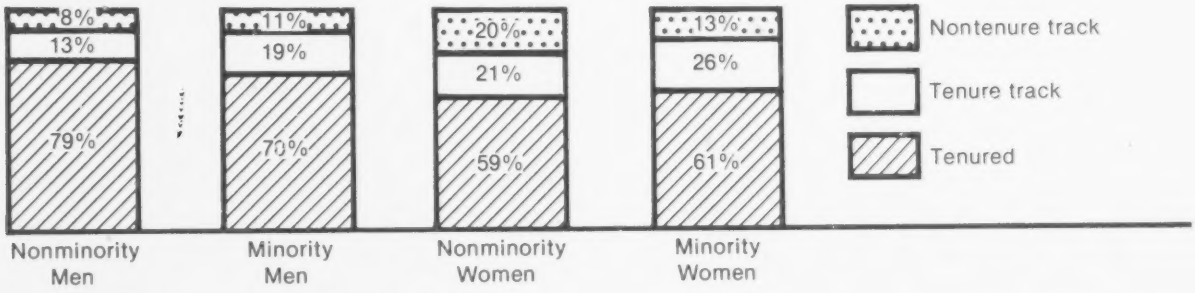


Fig. 7. Rank of Tenured Humanities Faculty, by Gender and Minority Status

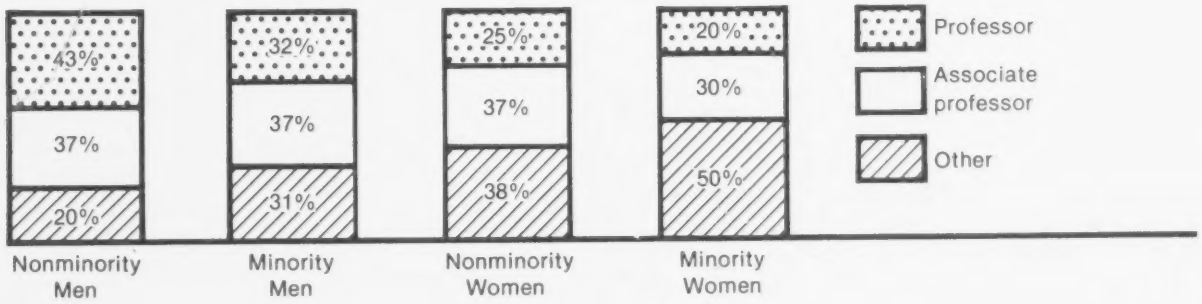
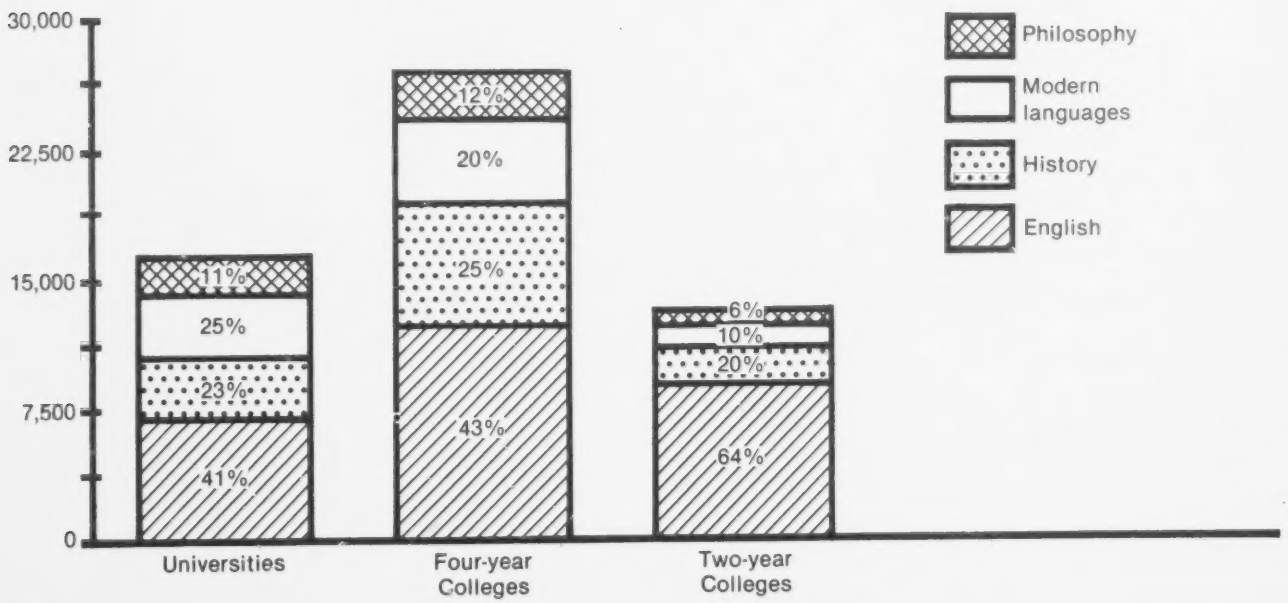


Fig. 8. Field Distribution of Humanities Faculty by Institutional Category



From another perspective, Figure 7 shows how each of the gender and minority status categories is distributed among the ranks. More than two-fifths of all tenured nonminority men hold a full professorship, compared with 32 percent of the minority men, 25 percent of the nonminority women, and 20 percent of the minority women. Note too the roughly converse proportions in the "other" tenured ranks. Minority women form the greatest proportion of tenured faculty who are neither professors nor associate professors. Much of this may be a reflection of their overrepresentation at two-year colleges, which are more likely to have no ranks at all.

Major Humanities Departments

As noted earlier, the largest share of the humanities faculty teach in English departments (28,000), followed by history (13,500), modern languages (11,000), and philosophy (5,900). Figure 8 shows that, proportionately, the universities and four-year colleges are similar in their allocations of faculty to the four disciplines. At the two-year colleges, however, almost two-thirds of the humanities faculty teach English, one-fifth teach history, one-tenth are in modern languages, and the remaining 6 percent are in philosophy.

The distribution of faculty by minority status and gender among the four disciplines is shown in Figure 9. Nonminority men are especially dominant in philosophy (84 percent) and history (80 percent). In modern languages, both minority men and minority women have a somewhat higher than average representation (10 percent and 6 percent, respectively), perhaps due to the inclusion of Spanish-speaking groups in the minority classification.

Tenure Status

The preponderant majority of faculty in each of the four humanities fields has already achieved tenure. As shown in Figure 10, the history faculty has the highest proportion of tenured faculty (80 percent); the modern languages, philosophy, and English faculties show somewhat lower tenure rates, ranging from 69 percent to 73

Fig. 9. Gender and Minority Status of Humanities Faculty, by Field

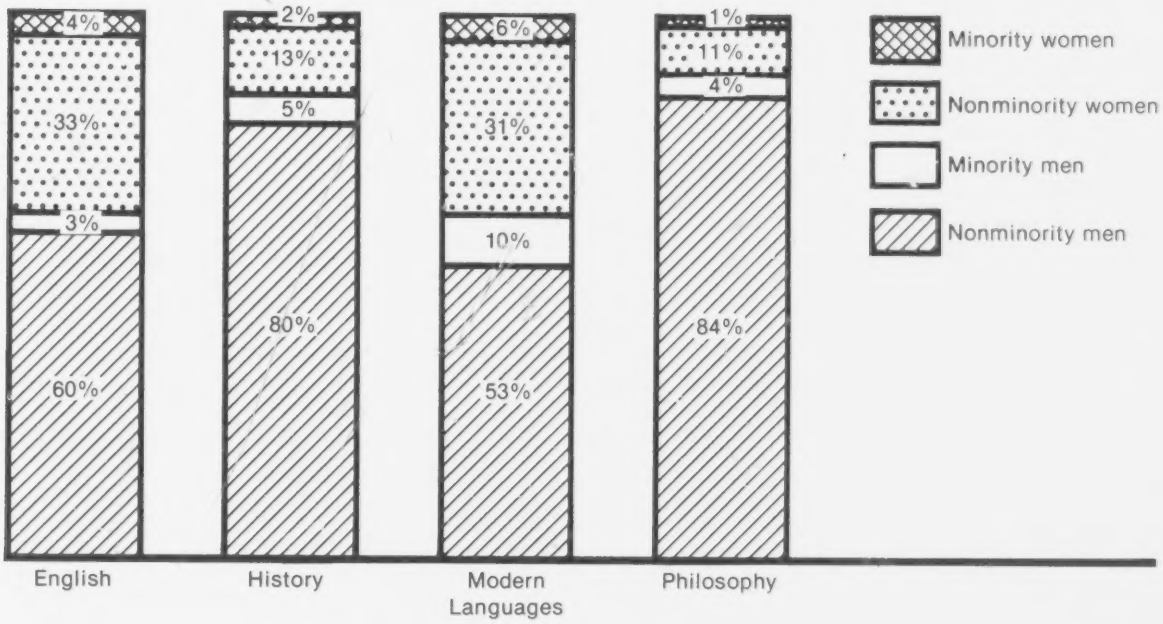
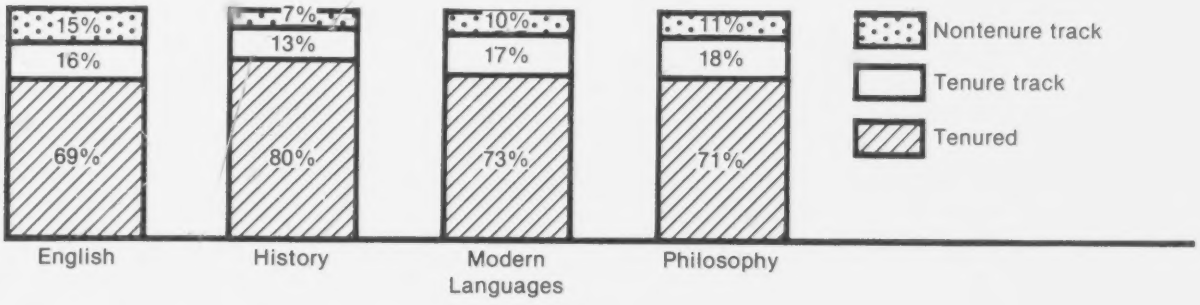


Fig. 10. Tenure Status of Humanities Faculty, by Field



percent. Most other faculty are in the tenure track, awaiting tenure. Among the disciplines, this group ranges from 13 percent of the history faculty to 18 percent of the philosophy faculty.

Figure 11 presents a second view of these same data, showing differences by gender and minority status. Again, nonminority men in each of the four humanities disciplines have greater proportions of their number tenured (75 percent or more) than any other faculty group. For both minority men and women, the modern languages offer the highest tenure rates (78 percent for the men and 70 percent for the women).

The tenure rates for nonminority women in each of the four disciplines are consistently lower than for all the faculty men. Comparing the tenure rates of minority and nonminority women yields a mixed result, with the rates for minority women higher than those for nonminority women in English and modern languages and lower in history and philosophy.

Rank

It follows that the pattern of dominance by men shown for tenure rates would be accentuated in examining the distribution of full professorships among the faculty categories and humanities disciplines. As shown in Figure 12, this pattern is confirmed. Indeed, the proportion of nonminority men with full professorships is substantially higher than for all the other faculty categories in each of the four disciplines surveyed. Overall, about 34 percent of nonminority faculty men have attained full professorships, followed by 23 percent of the minority men, 15 percent of the nonminority women and 12 percent of the minority women. Among the disciplines, the single exception to this ordering is in history. There, the proportion of nonminority women with professorships is slightly higher than that of minority men.

Highest Degree Earned

Almost two-thirds (64 percent) of all full-time faculty identified in this survey had earned a doctorate degree in a humanities field. This rate varied, however,

Fig. 11. Percentage of Humanities Faculty in Each Field Who are Tenured, by Gender and Minority Status

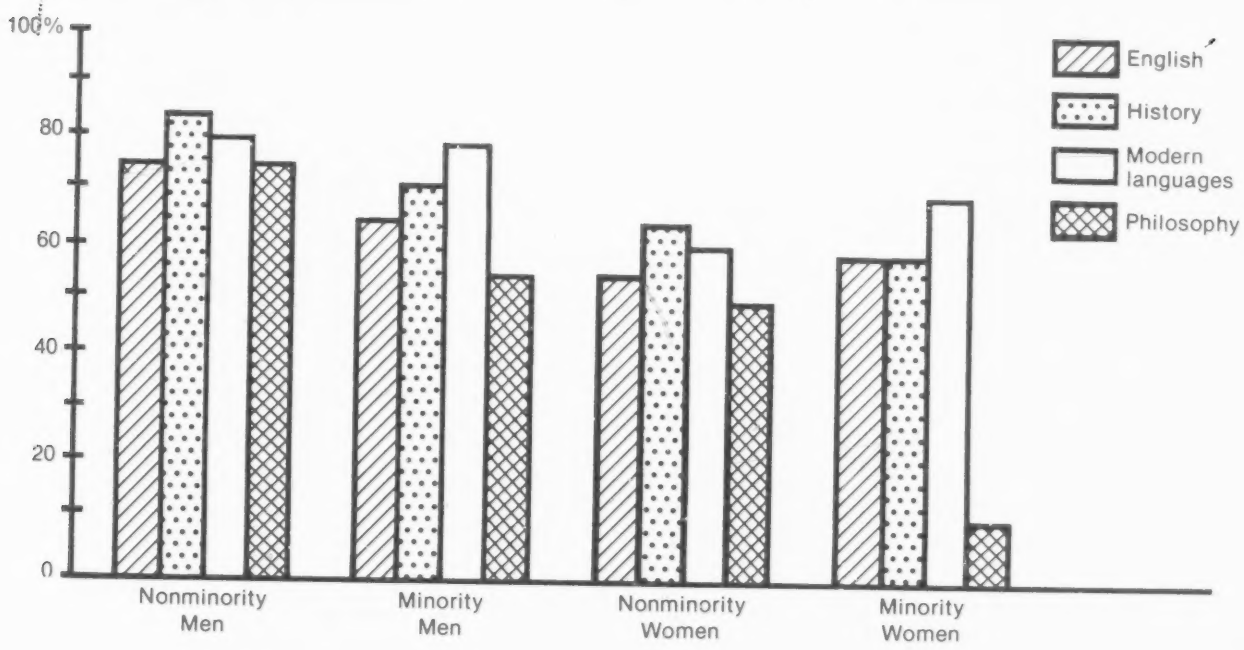
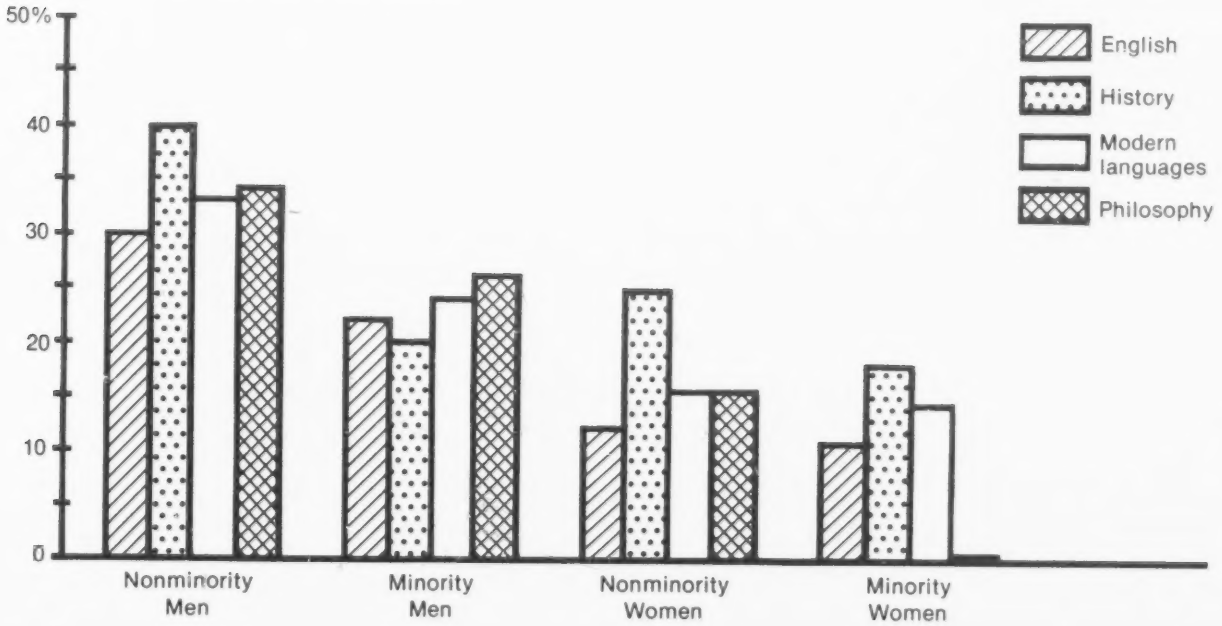


Fig. 12. Percentage of Humanities Faculty in Each Field Who are Full Professors, by Gender and Minority Status



by gender and minority status of the faculty members, by discipline, and by institutional type.

Institutional Setting and Department

As shown in Table G, universities had the largest proportion of doctorate-level humanities faculty (87 percent), followed by four-year colleges (72 percent).

Table G: Percentage of Humanities Faculty with a Ph.D., by Institutional Category

Institutional Category	Percentage with Humanities Ph.D.
Universities	87
Public	86
Private	90
Four-year colleges	72
Public	73
Private	71
Two-year colleges	20
Public	20
Private	19

Consistent with findings from an earlier HEP survey, two-year colleges appointed significantly fewer faculty holding doctorate degrees (20 percent).[2] Nine out of every ten faculty members at private universities had a Ph.D., compared with two of every ten faculty members at private two-year colleges. As indicated previously, the data on degrees earned reflect similarities more by type of institution than by control. That is, the differences between private and public institutions are not as great as the differences between universities, four-year colleges, and two-year colleges.

Overall, proportionately fewer English faculty members held a Ph.D.:

Discipline	Percentage with Humanities Ph.D.
Philosophy	78
History	75
Modern languages	70
English	53

[2] New Full-Time Faculty 1976-77: Hiring Patterns by Field and Educational Attainment (Higher Education Panel Report No. 38), 1978.

Figure 13 shows how these percentages by discipline vary according to the category of institution. History and philosophy faculty had the highest percentages of doctorate holders--at least 95 percent each in the universities and over 80 percent each in four-year colleges. In the two-year colleges, the proportions of Ph.D. faculty were substantially lower.

Gender and Minority Status

At all institutions, nonminority men had the highest proportion of doctorate-holders in the humanities--71 percent. Six of every 10 minority men held a Ph.D., as did 5 of every 10 nonminority women and 4 of every 10 minority women.

Figure 14 demonstrates how these percentages varied at different types of institutions. In nearly all settings, however, proportionately more men than women, and proportionately more nonminorities than minorities, had a Ph.D. degree.

Rank

On the whole, humanities faculty with tenure were more likely to hold a Ph.D., as were faculty in the higher ranks (i.e., professor and associate professor).

As can be seen in Table H, very little difference exists in Ph.D. rates among full and associate professors (tenured) at the university level--97 percent vs. 95 percent. That difference grows wider at the four-year college level--93 percent vs. 78 percent--and still wider at the two-year college level--40 percent vs. 19 percent. Of the other tenured faculty, far fewer held Ph.D.s: about 59 percent at universities, about 36 percent at four-year colleges, and about 14 percent at two-year colleges.

Table H: Percentage of Humanities Faculty with a Ph.D., by Tenure Status and Rank

	Universities	Four-Year Colleges	Two-Year Colleges
Tenured			
Professor	97	93	40
Associate professor	95	78	19
Other	59	36	14
Not tenured (tenure track and nontenure track)	75	58	19

Fig. 13. Percentage of Humanities Faculty in Each Field with a Ph.D., by Institutional Category

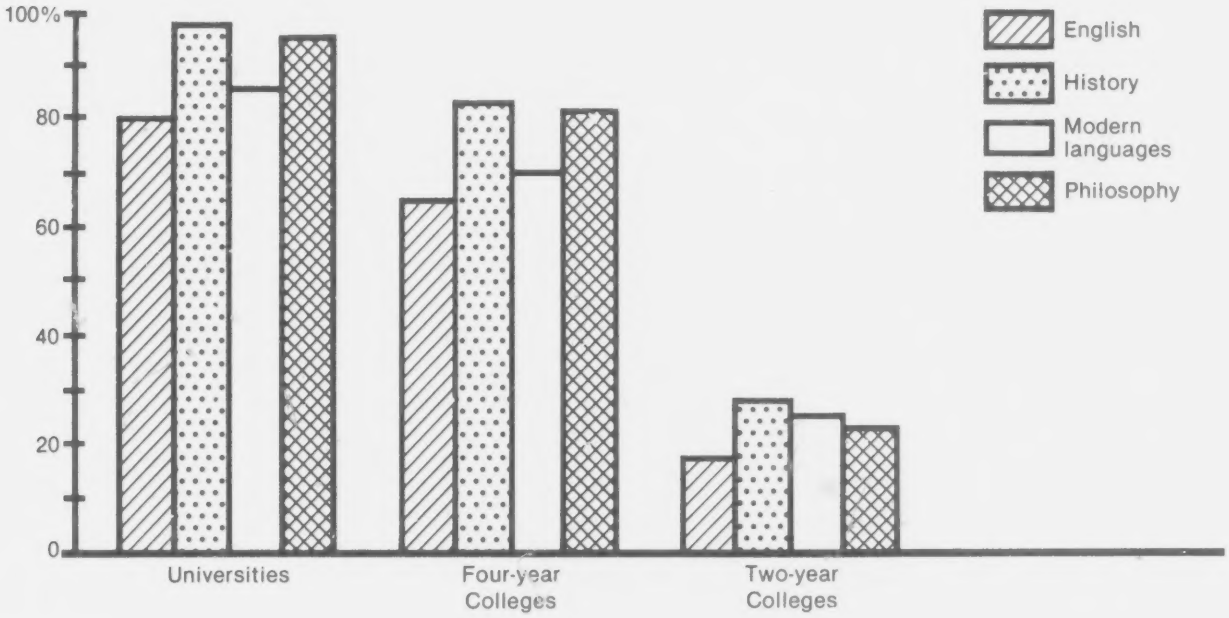


Fig. 14. Percentage of Humanities Faculty with a Ph.D., by Gender, Minority Status, and Institutional Category

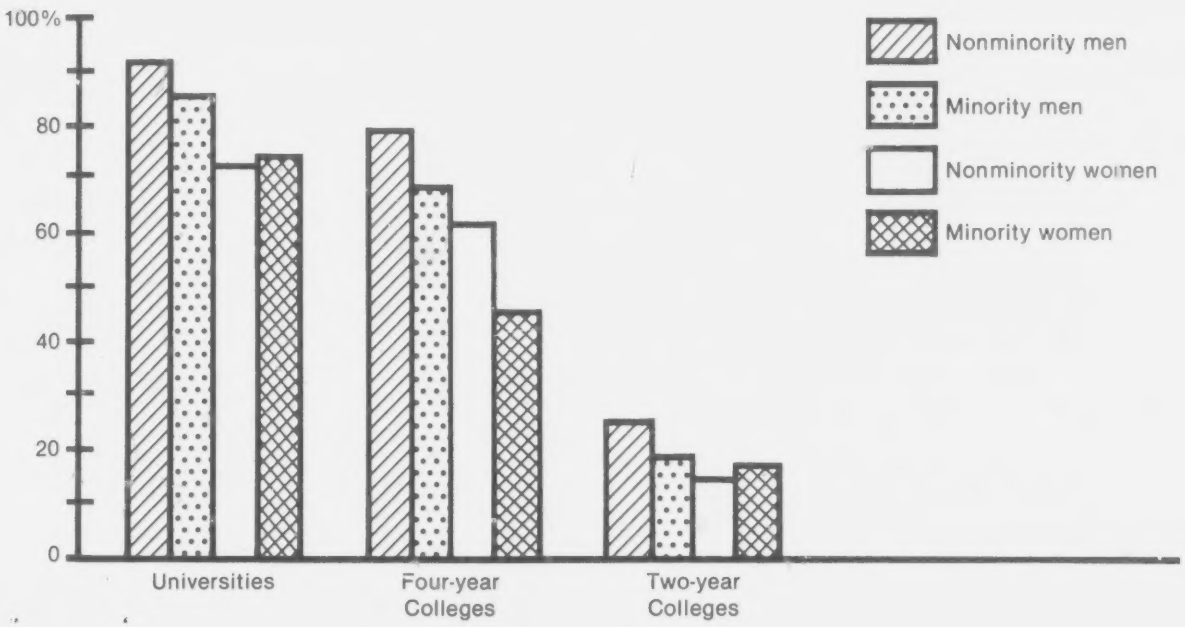


Table J: Tenure Status and Discipline of Expected New Faculty Appointments AY 1980-81

	Number of Appointments	Percentage Tenured or Tenure-Track
English	1,600	44
Modern languages	600	64
History	500	57
Philosophy	400	55
Total*	3,200	51

*Total may not add exactly due to rounding.

To put the number of new faculty appointments into perspective, it is helpful to look at the number of new doctorate recipients in recent years. The National Center for Education Statistics[3] estimates that in 1978-79, approximately 4,500 earned doctorate degrees were awarded in all humanities fields; approximately 4,600 were awarded in 1979-80, and about 4,700 in 1980-81.[4]

A report by the National Academy of Sciences (referenced in footnote 4) revealed that colleges and universities appear to employ a smaller proportion of the humanities Ph.D.s than in the past. In 1979, institutions of higher education employed 84 percent of persons who had received the humanities doctorate between 1936 and 1978, whereas they employed only 79 percent of persons who had received the doctorate between 1973 and 1978.

Although the HEP questionnaire item and the NAS/NRC data are not strictly comparable, they both provide evidence of the relatively declining employment position of humanities faculty.

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[3]National Center for Education Statistics, Projections of Education Statistics to 1986-87 (Washington: Government Printing Office), 1978. New master's degree recipients in the humanities numbered 32,700 in 1978-79; 33,800 in 1979-80; and 34,800 in 1980-81.

[4]It is clear, however, that the available pool of humanities faculty is much larger. The National Research Council of the National Academy of Sciences Science, Engineering, and Humanities Doctorates in the United States: 1979 Profile, 1980, estimates that, as of 1979, there were 71,200 doctorate-holders in the humanities in the United States, 64,800 of whom were in the labor force. Of the 64,800:

- 1,900 were employed part-time but were seeking full-time employment;
- 1,400 were unemployed and seeking employment.

A more interesting figure is that, of the 63,400 employed humanities doctorates in 1979 (full-time, part-time, and postdoctoral appointees), almost one of every five were employed in a *nonhumanities* field.

Summary

The results of this survey have shown that there are more than 58,000 full-time faculty in the four largest humanities disciplines: English, history, modern languages, and philosophy. Two-thirds have appointments in public institutions, and nearly half teach English.

Women comprise only 3 of every 10 faculty members, and minorities only 1 of every 10. These two groups--women and minorities--tend to be overrepresented at two-year colleges and underrepresented at universities. Women, more so than minorities, are less likely to hold tenure, and both groups are more likely to be in non-tenure-track positions. On the other hand, relatively fewer of their number hold a doctorate degree in the humanities.

New faculty appointments numbered about 3,700 of the total in 1979-80, but only 3,200 were expected for the next year. About half of the new appointees will be tenured or in tenure-track positions.

Detailed Statistical Tables

Note: In addition to the 51 tables that follow, tabulations of faculty characteristics by discipline and category of institution have also been run and will be available in forthcoming publications.

TABLE 1

AMERICAN COLLEGES & UNIVERSITIES
SURVEY POPULATION
FALL 1979

INSTITUTIONS	ALL INSTITUTIONS N	%	ENGLISH DEPARTMENTS N	%	HISTORY DEPARTMENTS N	%	MODERN LANGUAGES DEPARTMENTS N	%	PHILOSOPHY DEPARTMENTS N	%
TOTAL	2,448	100.0	2,395	100.0	2,255	100.0	1,691	100.0	1,716	100.0
PUBLIC	1,322	54.0	1,296	54.1	1,159	51.4	898	53.1	795	46.3
UNIVERSITIES	111	4.5	108	4.5	106	4.7	106	6.3	107	6.2
FOUR-YEAR COLLEGES	342	14.0	323	13.5	331	14.7	315	18.6	272	15.8
TWO-YEAR COLLEGES	869	35.5	865	36.1	722	32.0	477	28.2	416	24.2
PRIVATE	1,125	46.0	1,099	45.9	1,096	48.6	793	46.9	921	53.7
UNIVERSITIES	72	2.9	69	2.9	65	2.9	61	3.6	66	3.9
FOUR-YEAR COLLEGES	816	33.4	813	34.0	813	36.1	653	38.6	717	41.8
TWO-YEAR COLLEGES	237	9.7	217	9.1	217	9.6	79	4.7	138	8.1

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 2

ESTIMATED FULL-TIME HUMANITIES FACULTY
AMERICAN COLLEGES & UNIVERSITIES
FALL 1979

INSTITUTIONS	TOTAL N	%	ENGLISH N	%	HISTORY N	%	MODERN LANGUAGES N	%	PHILOSOPHY N	%
TOTAL	58,587	100.0	28,076	100.0	13,613	100.0	11,009	100.0	5,889	100.0
PUBLIC	39,363	67.2	20,066	71.5	9,148	67.2	7,007	63.6	3,142	53.4
UNIVERSITIES	11,992	20.5	5,147	18.3	2,706	19.9	2,994	27.2	1,145	19.4
FOUR-YEAR COLLEGES	14,689	25.1	6,767	24.1	3,861	28.4	2,720	24.7	1,340	22.8
TWO-YEAR COLLEGES	12,682	21.6	8,153	29.0	2,580	19.0	1,293	11.7	657	11.2
PRIVATE	19,223	32.8	8,010	28.5	4,465	32.8	4,002	36.4	2,747	46.6
UNIVERSITIES	4,612	7.9	1,654	5.9	1,117	8.2	1,173	10.7	668	11.3
FOUR-YEAR COLLEGES	13,229	22.6	5,487	19.5	3,071	22.6	2,750	25.0	1,921	32.6
TWO-YEAR COLLEGES	1,383	2.4	869	3.1	277	2.0	79	0.7	158	2.7

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 3

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* ALL INSTITUTIONS *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	58,587	41,373	2,877	38,496	17,213	2,081	15,132
TENURED							
PROFESSOR	16,133	13,661	656	13,005	2,473	252	2,221
ASSOCIATE PROFESSOR	15,604	11,935	738	11,197	3,669	382	3,288
ALL OTHER	10,639	6,664	636	6,028	3,975	627	3,348
SUBTOTAL	42,377	32,260	2,030	30,230	10,117	1,260	8,856
NONTENURED							
TENURE-TRACK	9,376	5,617	544	5,073	3,759	544	3,215
NONTENURE-TRACK	6,833	3,497	304	3,193	3,337	277	3,060
SUBTOTAL	16,209	9,114	847	8,266	7,096	821	6,276

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 4

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* ALL INSTITUTIONS *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	27.5	33.0	22.8	33.8	14.4	12.1	14.7
ASSOCIATE PROFESSOR	26.6	28.8	25.7	29.1	21.3	18.3	21.7
ALL OTHER	18.2	16.1	22.1	15.7	23.1	30.1	22.1
SUBTOTAL	72.3	78.0	70.5	78.5	58.8	60.6	58.5
NONTENURED							
TENURE-TRACK	16.0	13.6	18.9	13.2	21.8	26.1	21.2
NONTENURE-TRACK	11.7	8.5	10.6	8.3	19.4	13.3	20.2
SUBTOTAL	27.7	22.0	29.5	21.5	41.2	39.4	41.5

TABLE 5

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC INSTITUTIONS *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	39,363	27,922	2,175	25,746	11,442	1,520	9,921
TENURED							
PROFESSOR	10,473	8,885	475	8,410	1,589	160	1,429
ASSOCIATE PROFESSOR	10,350	8,050	547	7,503	2,300	244	2,057
ALL OTHER	8,757	5,473	552	4,921	3,284	538	2,746
SUBTOTAL	29,580	22,407	1,574	20,834	7,173	942	6,231
NONTENURED							
TENURE-TRACK	5,474	3,322	389	2,933	2,152	365	1,787
NONTENURE-TRACK	4,309	2,192	212	1,980	2,116	213	1,903
SUBTOTAL	9,783	5,514	602	4,913	4,268	578	3,690

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 6

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC INSTITUTIONS *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	26.6	31.8	21.8	32.7	13.9	10.6	14.4
ASSOCIATE PROFESSOR	26.3	28.8	25.1	29.1	20.1	16.0	20.7
ALL OTHER	22.2	19.6	25.4	19.1	28.7	35.4	27.7
SUBTOTAL	75.1	80.3	72.3	80.9	62.7	62.0	62.8
NONTENURED							
TENURE-TRACK	13.9	11.9	17.9	11.4	18.8	24.0	18.0
NONTENURE-TRACK	10.9	7.9	9.8	7.7	18.5	14.0	19.2
SUBTOTAL	24.9	19.7	27.7	19.1	37.3	38.0	37.2

TABLE 7

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC UNIVERSITIES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	11,992	9,275	521	8,754	2,717	213	2,505
TENURED							
PROFESSOR	4,035	3,743	157	3,586	292	15	277
ASSOCIATE PROFESSOR	3,719	3,076	166	2,910	643	48	595
ALL OTHER	1,054	653	39	614	401	25	376
SUBTOTAL	8,808	7,472	362	7,110	1,336	88	1,248
NONTENURED							
TENURE-TRACK	2,000	1,268	122	1,146	732	72	661
NONTENURE-TRACK	1,184	535	37	498	649	52	596
SUBTOTAL	3,184	1,803	159	1,644	1,381	124	1,257

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 8

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC UNIVERSITIES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	33.6	40.4	30.1	41.0	10.8	7.2	11.1
ASSOCIATE PROFESSOR	31.0	33.2	31.8	33.2	23.7	22.6	23.8
ALL OTHER	8.8	7.0	7.5	7.0	14.8	11.8	15.0
SUBTOTAL	73.5	80.6	69.5	81.2	49.2	41.5	49.8
NONTENURED							
TENURE-TRACK	16.7	13.7	23.4	13.1	27.0	33.8	26.4
NONTENURE-TRACK	9.9	5.8	7.1	5.7	23.9	24.6	23.8
SUBTOTAL	26.5	19.4	30.5	18.8	50.8	58.5	50.2

TABLE 9

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC FOUR YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	14,689	10,703	892	9,811	3,986	621	3,364
TENURED							
PROFESSOR	4,659	3,909	235	3,674	750	79	671
ASSOCIATE PROFESSOR	4,473	3,495	247	3,249	977	112	865
ALL OTHER	2,461	1,465	156	1,309	996	193	803
SUBTOTAL	11,593	8,869	637	8,232	2,723	383	2,340
NONTENURED							
TENURE-TRACK	1,897	1,183	154	1,029	714	154	561
NONTENURE-TRACK	1,199	651	100	551	548	84	463
SUBTOTAL	3,096	1,834	254	1,579	1,262	238	1,024

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 10

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC FOUR YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	31.7	36.5	26.3	37.4	18.8	12.6	20.0
ASSOCIATE PROFESSOR	30.5	32.7	27.7	33.1	24.5	18.0	25.7
ALL OTHER	16.8	13.7	17.5	13.3	25.0	31.0	23.9
SUBTOTAL	78.9	82.9	71.5	83.9	68.3	61.7	69.6
NONTENURED							
TENURE-TRACK	12.9	11.1	17.3	10.5	17.9	24.7	16.7
NONTENURE-TRACK	8.2	6.1	11.2	5.6	13.7	13.6	13.8
SUBTOTAL	21.1	17.1	28.5	16.1	31.7	38.3	30.4

TABLE 11

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC TWO YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	12,682	7,944	763	7,181	4,739	687	4,052
TENURED							
PROFESSOR	1,779	1,232	83	1,149	547	67	480
ASSOCIATE PROFESSOR	2,158	1,478	134	1,344	680	84	596
ALL OTHER	5,242	3,355	357	2,999	1,887	320	1,567
SUBTOTAL	9,179	6,066	574	5,491	3,114	470	2,643
NONTENURED							
TENURE-TRACK	1,577	871	113	758	705	140	566
NONTENURE-TRACK	1,926	1,007	75	931	920	76	843
SUBTOTAL	3,503	1,878	188	1,690	1,625	216	1,409

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 12

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC TWO YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	14.0	15.5	10.9	16.0	11.5	9.7	11.9
ASSOCIATE PROFESSOR	17.0	18.6	17.6	18.7	14.3	12.2	14.7
ALL OTHER	41.3	42.2	46.8	41.8	39.8	46.6	38.7
SUBTOTAL	72.4	76.4	75.3	76.5	65.7	68.5	65.2
NONTENURED							
TENURE-TRACK	12.4	11.0	14.8	10.6	14.9	20.4	14.0
NONTENURE-TRACK	15.2	12.7	9.9	13.0	19.4	11.1	20.8
SUBTOTAL	27.6	23.6	24.7	23.5	34.3	31.5	34.8

TABLE 13

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE INSTITUTIONS *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	19,223	13,452	702	12,750	5,771	561	5,211
TENURED							
PROFESSOR	5,660	4,776	181	4,596	884	91	792
ASSOCIATE PROFESSOR	5,254	3,885	191	3,694	1,369	138	1,231
ALL OTHER	1,882	1,191	84	1,107	691	89	602
SUBTOTAL	12,796	9,853	456	9,397	2,944	319	2,625
NONTENURED							
TENURE-TRACK	3,902	2,295	154	2,140	1,607	179	1,428
NONTENURE-TRACK	2,524	1,304	91	1,213	1,221	63	1,157
SUBTOTAL	6,426	3,599	246	3,353	2,828	242	2,586

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 14

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE INSTITUTIONS *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	29.4	35.5	25.7	36.0	15.3	16.3	15.2
ASSOCIATE PROFESSOR	27.3	28.9	27.3	29.0	23.7	24.6	23.6
ALL OTHER	9.8	8.9	12.0	8.7	12.0	15.9	11.6
SUBTOTAL	66.6	73.2	65.0	73.7	51.0	56.8	50.4
NONTENURED							
TENURE-TRACK	20.3	17.1	22.0	16.8	27.8	31.9	27.4
NONTENURE-TRACK	13.1	9.7	13.0	9.5	21.2	11.3	22.2
SUBTOTAL	33.4	26.8	35.0	26.3	49.0	43.2	49.6

TABLE 15

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE UNIVERSITIES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	4,612	3,604	215	3,389	1,008	108	900
TENURED							
PROFESSOR	1,713	1,573	57	1,516	141	12	129
ASSOCIATE PROFESSOR	1,190	965	54	910	226	16	209
ALL OTHER	286	203	14	189	83	7	76
SUBTOTAL	3,189	2,740	125	2,615	449	35	414
NONTENURED							
TENURE-TRACK	1,041	658	76	582	383	61	322
NONTENURE-TRACK	380	205	13	192	177	12	165
SUBTOTAL	1,421	863	89	774	559	73	486

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 16

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE UNIVERSITIES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	37.2	43.6	26.4	44.7	13.9	11.1	14.3
ASSOCIATE PROFESSOR	25.8	26.8	25.4	26.9	22.4	15.2	23.2
ALL OTHER	6.2	5.6	6.6	5.6	8.2	6.1	8.5
SUBTOTAL	69.2	76.0	58.4	77.2	44.5	32.3	46.0
NONTENURED							
TENURE-TRACK	22.6	18.3	35.5	17.2	37.9	56.6	35.7
NONTENURE-TRACK	8.2	5.7	6.1	5.7	17.5	11.1	18.3
SUBTOTAL	30.8	24.0	41.6	22.8	55.5	67.7	54.0

TABLE 17

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE FOUR YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	13,229	9,098	428	8,670	4,131	433	3,698
TENURED							
PROFESSOR	3,907	3,164	124	3,040	743	79	664
ASSOCIATE PROFESSOR	3,965	2,881	137	2,744	1,084	122	962
ALL OTHER	1,379	850	70	780	529	83	447
SUBTOTAL	9,251	6,895	331	6,564	2,356	284	2,073
NONTENURED							
TENURE-TRACK	2,723	1,618	78	1,440	1,205	118	1,087
NONTENURE-TRACK	1,255	685	19	666	570	32	539
SUBTOTAL	3,978	2,203	97	2,106	1,775	149	1,626

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 18

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE FOUR YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	29.5	34.8	29.0	35.1	18.0	18.3	17.9
ASSOCIATE PROFESSOR	30.0	31.7	32.0	31.7	26.2	28.1	26.0
ALL OTHER	10.4	9.3	16.4	9.0	12.8	19.1	12.1
SUBTOTAL	69.9	75.8	77.3	75.7	57.0	65.5	56.0
NONTENURED							
TENURE-TRACK	20.6	16.7	18.3	16.6	29.2	27.2	29.4
NONTENURE-TRACK	9.5	7.5	4.4	7.7	13.8	7.3	14.6
SUBTOTAL	30.1	24.2	22.7	24.3	43.0	34.5	44.0

TABLE 19

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE TWO YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	1,383	751	59	691	632	20	612
TENURED							
PROFESSOR	40	40	0	40	0	0	0
ASSOCIATE PROFESSOR	99	40	0	40	59	0	59
ALL OTHER	217	138	0	138	79	0	79
SUBTOTAL	356	217	0	217	138	0	138
NONTENURED							
TENURE-TRACK	138	119	0	119	20	0	20
NONTENURE-TRACK	889	415	59	356	474	20	454
SUBTOTAL	1,027	533	59	474	494	20	474

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 20

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE TWO YEAR COLLEGES *
* ALL DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	2.9	5.3	0.0	5.7	0.0	0.0	0.0
ASSOCIATE PROFESSOR	7.1	5.3	0.0	5.7	9.4	0.0	9.7
ALL OTHER	15.7	18.4	0.0	20.0	12.5	0.0	12.9
SUBTOTAL	25.7	28.9	0.0	31.4	21.9	0.0	22.6
NONTENURED							
TENURE-TRACK	10.0	15.8	0.0	17.1	3.1	0.0	3.2
NONTENURE-TRACK	64.3	55.3	100.0	51.4	75.0	100.0	74.2
SUBTOTAL	74.3	71.1	100.0	68.6	78.1	100.0	77.4

TABLE 21

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* ALL INSTITUTIONS *
* ENGLISH DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	28,076	17,648	770	16,878	10,428	1,185	9,243
TENURED							
PROFESSOR	6,460	5,209	171	5,038	1,251	127	1,124
ASSOCIATE PROFESSOR	6,633	4,704	136	4,568	1,929	157	1,773
ALL OTHER	6,137	3,420	183	3,238	2,717	400	2,317
SUBTOTAL	19,230	13,333	489	12,844	5,897	683	5,214
NONTENURED							
TENURE-TRACK	4,580	2,432	188	2,245	2,148	316	1,832
NONTENURE-TRACK	4,266	1,882	93	1,789	2,384	186	2,197
SUBTOTAL	8,846	4,315	281	4,034	4,531	502	4,029

TABLE 22

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* ALL INSTITUTIONS *
* ENGLISH DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	23.0	29.5	22.2	29.9	12.0	10.7	12.2
ASSOCIATE PROFESSOR	23.6	26.7	17.6	27.1	18.5	13.2	19.2
ALL OTHER	21.9	19.4	23.7	19.2	26.1	33.7	25.1
SUBTOTAL	68.5	75.6	63.5	76.1	56.5	57.6	56.4
NONTENURED							
TENURE-TRACK	16.3	13.8	24.4	13.3	20.6	26.6	19.8
NONTENURE-TRACK	15.2	10.7	12.1	10.6	22.9	15.7	23.8
SUBTOTAL	31.5	24.4	36.5	23.9	43.5	42.4	43.6

TABLE 23

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* ALL INSTITUTIONS *
* HISTORY DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	13,613	11,606	730	10,876	2,006	203	1,803
TENURED							
PROFESSOR	5,018	4,539	147	4,391	479	36	444
ASSOCIATE PROFESSOR	3,976	3,470	184	3,286	506	59	447
ALL OTHER	1,912	1,581	193	1,388	331	23	308
SUBTOTAL	10,906	9,590	524	9,066	1,316	118	1,198
NONTENURED							
TENURE-TRACK	1,816	1,335	145	1,190	481	66	415
NONTENURE-TRACK	891	682	61	621	209	20	189
SUBTOTAL	2,707	2,017	206	1,810	690	86	604

TABLE 24

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* ALL INSTITUTIONS *
* HISTORY DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	36.9	39.1	20.2	40.4	23.9	17.5	24.6
ASSOCIATE PROFESSOR	29.2	29.9	25.1	30.2	25.2	28.9	24.8
ALL OTHER	14.0	13.6	26.4	12.8	16.5	11.5	17.1
SUBTOTAL	80.1	82.6	71.7	83.4	65.6	57.9	66.5
NONTENURED							
TENURE-TRACK	13.3	11.5	19.9	10.9	24.0	32.4	23.0
NONTENURE-TRACK	6.5	5.9	8.4	5.7	10.4	9.7	10.5
SUBTOTAL	19.9	17.4	28.3	16.6	34.4	42.1	33.5

TABLE 25

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* ALL INSTITUTIONS *
* MODERN LANGUAGES DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	11,009	6,925	1,123	5,802	4,084	655	3,429
TENURED							
PROFESSOR	2,808	2,167	270	1,898	640	89	551
ASSOCIATE PROFESSOR	3,322	2,266	374	1,892	1,056	165	891
ALL OTHER	1,933	1,063	231	832	870	201	669
SUBTOTAL	8,063	5,497	875	4,622	2,566	455	2,110
NONTENURED							
TENURE-TRACK	1,902	973	167	806	929	137	792
NONTENURE-TRACK	1,043	455	82	373	589	63	527
SUBTOTAL	2,945	1,428	249	1,179	1,518	199	1,318

TABLE 26

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* ALL INSTITUTIONS *
* MODERN LANGUAGES DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	25.5	31.3	24.0	32.7	15.7	13.6	16.1
ASSOCIATE PROFESSOR	30.2	32.7	33.3	32.6	25.9	25.2	26.0
ALL OTHER	17.6	15.4	20.6	14.3	21.3	30.7	19.5
SUBTOTAL	73.2	79.4	77.9	79.7	62.8	69.6	61.5
NONTENURED							
TENURE-TRACK	17.3	14.1	14.9	13.9	22.7	20.9	23.1
NONTENURE-TRACK	9.5	6.6	7.3	6.4	14.4	9.6	15.4
SUBTOTAL	26.8	20.6	22.1	20.3	37.2	30.4	38.5

TABLE 27

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
* ALL INSTITUTIONS *
* PHILOSOPHY DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	5,889	5,194	254	4,940	695	38	657
TENURED							
PROFESSOR	1,849	1,746	68	1,678	103	0	103
ASSOCIATE PROFESSOR	1,673	1,495	45	1,450	178	1	177
ALL OTHER	657	599	30	570	57	3	54
SUBTOTAL	4,178	3,840	142	3,698	338	4	334
NONTENURED							
TENURE-TRACK	1,078	876	44	832	202	26	176
NONTENURE-TRACK	633	478	68	410	155	8	147
SUBTOTAL	1,711	1,354	111	1,242	357	34	323

TABLE 28

SEX AND MINORITY STATUS OF FULL-TIME HUMANITIES FACULTY, BY RANK AND TENURE STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* ALL INSTITUTIONS *
* PHILOSOPHY DEPARTMENTS *

RANK AND STATUS	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
TOTAL FACULTY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TENURED							
PROFESSOR	31.4	33.6	26.8	34.0	14.8	0.0	15.6
ASSOCIATE PROFESSOR	28.4	28.8	17.7	29.4	25.6	2.9	26.9
ALL OTHER	11.2	11.5	11.6	11.5	8.2	8.2	8.2
SUBTOTAL	70.9	73.9	56.1	74.9	48.6	11.0	50.8
NONTENURED							
TENURE-TRACK	18.3	16.9	17.2	16.9	29.0	67.9	26.8
NONTENURE-TRACK	10.7	9.2	26.7	8.3	22.3	21.1	22.4
SUBTOTAL	29.1	26.1	43.9	25.1	51.4	89.0	49.2

TABLE 29
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* ALL INSTITUTIONS *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 58,587)	100.0 (N= 41,373)	100.0 (N= 2,877)	100.0 (N= 38,496)	100.0 (N= 17,213)	100.0 (N= 2,081)	100.0 (N=15,132)
DOCTORATE*	63.6	70.1	57.5	71.1	47.9	40.4	48.9
MASTER'S*	33.8	27.9	40.2	27.0	48.0	54.3	47.1
ALL OTHER	2.6	2.0	2.3	1.9	4.1	5.2	4.0
ENGLISH	100.0 (N= 28,076)	100.0 (N= 17,648)	100.0 (N= 770)	100.0 (N= 16,878)	100.0 (N= 10,428)	100.0 (N= 1,185)	100.0 (N= 9,243)
DOCTORATE*	52.7	61.3	41.2	62.2	38.1	27.4	39.5
MASTER'S*	44.0	36.1	54.8	35.2	57.3	65.9	56.2
ALL OTHER	3.4	2.7	4.0	2.6	4.6	6.7	4.3
HISTORY	100.0 (N= 13,613)	100.0 (N= 11,606)	100.0 (N= 730)	100.0 (N= 10,876)	100.0 (N= 2,006)	100.0 (N= 203)	100.0 (N= 1,803)
DOCTORATE*	74.7	76.5	54.2	78.0	64.4	59.1	65.0
MASTER'S*	23.8	22.1	44.1	20.6	33.6	40.9	32.8
ALL OTHER	1.5	1.4	1.6	1.4	1.9	0.0	2.2
MODERN LANGUAGES	100.0 (N= 11,009)	100.0 (N= 6,925)	100.0 (N= 1,123)	100.0 (N= 5,802)	100.0 (N= 4,084)	100.0 (N= 655)	100.0 (N= 3,429)
DOCTORATE*	70.2	76.2	68.5	77.6	60.1	58.2	60.5
MASTER'S*	27.5	22.7	30.5	21.2	35.6	37.6	35.3
ALL OTHER	2.3	1.1	1.1	1.1	4.2	4.3	4.2
PHILOSOPHY	100.0 (N= 5,889)	100.0 (N= 5,194)	100.0 (N= 254)	100.0 (N= 4,940)	100.0 (N= 695)	100.0 (N= 38)	100.0 (N= 657)
DOCTORATE*	77.6	78.1	67.7	78.6	74.7	36.8	76.7
MASTER'S*	20.4	20.1	27.6	19.7	22.6	57.9	20.7
ALL OTHER	2.0	1.9	4.7	1.7	2.7	5.3	2.6

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 30
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC INSTITUTIONS *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 39,363)	100.0 (N= 27,922)	100.0 (N= 2,175)	100.0 (N= 25,746)	100.0 (N= 11,442)	100.0 (N= 1,520)	100.0 (N= 9,921)
DOCTORATE*	59.6	66.7	56.1	67.6	42.5	35.5	43.6
MASTER'S*	37.2	30.9	41.1	30.1	52.5	58.8	51.5
ALL OTHER	3.2	2.4	2.8	2.4	5.0	5.7	4.9
ENGLISH	100.0 (N= 20,066)	100.0 (N= 12,567)	100.0 (N= 643)	100.0 (N= 11,924)	100.0 (N= 7,499)	100.0 (N= 933)	100.0 (N= 6,566)
DOCTORATE*	48.3	57.2	37.8	58.3	33.4	25.6	34.6
MASTER'S*	47.7	39.6	57.7	38.6	61.3	68.1	60.3
ALL OTHER	4.0	3.2	4.5	3.1	5.3	6.3	5.1
HISTORY	100.0 (N= 9,148)	100.0 (N= 7,984)	100.0 (N= 531)	100.0 (N= 7,453)	100.0 (N= 1,164)	100.0 (N= 122)	100.0 (N= 1,042)
DOCTORATE*	71.6	73.1	54.4	74.5	60.7	53.3	61.5
MASTER'S*	26.4	25.0	43.3	23.7	35.9	46.7	34.6
ALL OTHER	2.1	1.9	2.3	1.9	3.4	0.0	3.8
MODERN LANGUAGES	100.0 (N= 7,007)	100.0 (N= 4,575)	100.0 (N= 836)	100.0 (N= 3,738)	100.0 (N= 2,432)	100.0 (N= 436)	100.0 (N= 1,996)
DOCTORATE*	68.4	74.0	66.5	75.7	57.7	51.4	59.1
MASTER'S*	29.0	24.5	32.4	22.7	37.5	42.9	36.3
ALL OTHER	2.6	1.5	1.1	1.6	4.8	5.7	4.6
PHILOSOPHY	100.0 (N= 3,142)	100.0 (N= 2,796)	100.0 (N= 165)	100.0 (N= 2,631)	100.0 (N= 346)	100.0 (N= 29)	100.0 (N= 317)
DOCTORATE*	77.8	78.5	80.6	78.3	71.7	41.4	74.4
MASTER'S*	19.6	19.2	12.1	19.7	22.8	51.7	20.2
ALL OTHER	2.6	2.3	7.3	2.0	5.5	6.9	5.4

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 31
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC UNIVERSITIES *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 11,992)	100.0 (N= 9,275)	100.0 (N= 521)	100.0 (N= 8,754)	100.0 (N= 2,717)	100.0 (N= 213)	100.0 (N= 2,505)
DOCTORATE*	85.7	90.5	86.4	90.8	69.4	72.8	69.1
MASTER'S*	12.3	8.1	11.5	7.9	26.8	23.9	27.0
ALL OTHER	1.9	1.3	2.1	1.3	3.8	3.3	3.9
ENGLISH	100.0 (N= 5,147)	100.0 (N= 3,704)	100.0 (N= 118)	100.0 (N= 3,586)	100.0 (N= 1,443)	100.0 (N= 74)	100.0 (N= 1,369)
DOCTORATE*	77.5	84.1	72.0	84.5	60.5	66.2	60.2
MASTER'S*	19.9	14.1	26.3	13.7	34.9	29.7	35.2
ALL OTHER	2.6	1.8	1.7	1.8	4.6	4.1	4.6
HISTORY	100.0 (N= 2,706)	100.0 (N= 2,433)	100.0 (N= 112)	100.0 (N= 2,321)	100.0 (N= 274)	100.0 (N= 23)	100.0 (N= 251)
DOCTORATE*	97.7	98.0	93.8	98.2	95.3	100.0	94.8
MASTER'S*	2.0	1.8	6.3	1.6	4.4	0.0	4.8
ALL OTHER	0.2	0.2	0.0	0.2	0.4	0.0	0.4
MODERN LANGUAGES	100.0 (N= 2,994)	100.0 (N= 2,114)	100.0 (N= 259)	100.0 (N= 1,854)	100.0 (N= 881)	100.0 (N= 110)	100.0 (N= 771)
DOCTORATE*	85.5	90.4	89.6	90.6	73.7	70.9	73.9
MASTER'S*	12.0	7.6	8.5	7.4	22.5	25.5	22.0
ALL OTHER	2.5	2.0	1.9	1.9	3.9	3.6	4.0
PHILOSOPHY	100.0 (N= 1,145)	100.0 (N= 1,025)	100.0 (N= 32)	100.0 (N= 993)	100.0 (N= 120)	100.0 (N= 5)	100.0 (N= 114)
DOCTORATE*	94.9	96.0	87.5	96.3	85.0	80.0	86.0
MASTER'S*	3.8	2.8	3.1	2.8	11.7	20.0	11.4
ALL OTHER	1.2	1.2	9.4	0.9	3.3	0.0	2.6

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 32
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC FOUR YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 14,689)	100.0 (N= 10,703)	100.0 (N= 892)	100.0 (N= 9,811)	100.0 (N= 3,986)	100.0 (N= 621)	100.0 (N= 3,364)
DOCTORATE*	72.6	78.0	69.5	78.8	58.1	43.0	60.8
MASTER'S*	25.3	20.1	27.4	19.5	39.1	53.1	36.5
ALL OTHER	2.1	1.8	3.1	1.7	2.9	3.9	2.7
ENGLISH	100.0 (N= 6,767)	100.0 (N= 4,399)	100.0 (N= 226)	100.0 (N= 4,173)	100.0 (N= 2,368)	100.0 (N= 363)	100.0 (N= 2,004)
DOCTORATE*	64.6	72.6	52.2	73.7	49.7	32.2	52.9
MASTER'S*	32.6	25.1	42.5	24.1	46.5	62.0	43.8
ALL OTHER	2.8	2.3	5.3	2.2	3.7	5.8	3.3
HISTORY	100.0 (N= 3,861)	100.0 (N= 3,375)	100.0 (N= 255)	100.0 (N= 3,120)	100.0 (N= 487)	100.0 (N= 66)	100.0 (N= 420)
DOCTORATE*	83.0	83.7	63.9	85.3	77.6	45.5	82.9
MASTER'S*	15.6	14.7	32.2	13.2	22.2	54.5	17.4
ALL OTHER	1.4	1.6	3.9	1.4	0.2	0.0	0.0
MODERN LANGUAGES	100.0 (N= 2,720)	100.0 (N= 1,739)	100.0 (N= 323)	100.0 (N= 1,417)	100.0 (N= 981)	100.0 (N= 178)	100.0 (N= 803)
DOCTORATE*	70.7	74.0	82.0	72.1	64.8	63.5	65.0
MASTER'S*	27.8	24.8	16.4	26.7	32.9	35.4	32.4
ALL OTHER	1.5	1.2	1.5	1.2	2.2	1.1	2.6
PHILOSOPHY	100.0 (N= 1,340)	100.0 (N= 1,190)	100.0 (N= 87)	100.0 (N= 1,103)	100.0 (N= 151)	100.0 (N= 14)	100.0 (N= 137)
DOCTORATE*	87.0	87.8	85.1	88.0	80.1	42.9	83.9
MASTER'S*	11.1	10.5	13.8	10.2	15.9	42.9	13.1
ALL OTHER	1.9	1.7	1.1	1.7	4.0	14.3	2.9

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 33
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PUBLIC TWO YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 12,682)	100.0 (N= 7,944)	100.0 (N= 763)	100.0 (N= 7,181)	100.0 (N= 4,739)	100.0 (N= 687)	100.0 (N= 4,052)
DOCTORATE*	20.0	23.5	19.8	23.9	14.1	17.2	13.6
MASTER'S*	74.5	72.1	77.2	71.5	78.5	74.7	79.1
ALL OTHER	5.6	4.5	3.0	4.6	7.4	8.2	7.3
ENGLISH	100.0 (N= 8,153)	100.0 (N= 4,464)	100.0 (N= 299)	100.0 (N= 4,165)	100.0 (N= 3,688)	100.0 (N= 496)	100.0 (N= 3,193)
DOCTORATE*	16.4	19.7	13.4	20.2	12.4	14.5	12.0
MASTER'S*	77.8	75.1	81.6	74.7	81.0	78.2	81.5
ALL OTHER	5.8	5.1	5.0	5.1	6.6	7.3	6.5
HISTORY	100.0 (N= 2,580)	100.0 (N= 2,176)	100.0 (N= 163)	100.0 (N= 2,013)	100.0 (N= 404)	100.0 (N= 33)	100.0 (N= 371)
DOCTORATE*	27.1	29.0	12.9	30.3	16.8	33.3	15.1
MASTER'S*	68.1	67.0	87.1	65.4	73.8	63.6	74.7
ALL OTHER	4.9	4.0	0.0	4.4	9.4	3.0	10.2
MODERN LANGUAGES	100.0 (N= 1,293)	100.0 (N= 722)	100.0 (N= 254)	100.0 (N= 468)	100.0 (N= 571)	100.0 (N= 149)	100.0 (N= 422)
DOCTORATE*	23.8	26.0	22.8	27.8	21.0	22.1	20.6
MASTER'S*	71.1	73.1	77.2	70.9	68.3	64.4	69.7
ALL OTHER	5.1	0.8	0.0	1.3	10.7	13.4	9.7
PHILOSOPHY	100.0 (N= 657)	100.0 (N= 582)	100.0 (N= 47)	100.0 (N= 535)	100.0 (N= 76)	100.0 (N= 9)	100.0 (N= 66)
DOCTORATE*	28.8	28.4	66.0	25.0	31.6	22.2	34.8
MASTER'S*	64.5	65.8	14.9	70.3	53.9	88.9	50.0
ALL OTHER	6.7	5.8	19.1	4.7	14.5	0.0	15.2

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 34
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE INSTITUTIONS *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 19,223)	100.0 (N= 13,452)	100.0 (N= 702)	100.0 (N= 12,750)	100.0 (N= 5,771)	100.0 (N= 561)	100.0 (N= 5,211)
DOCTORATE*	71.7	77.3	61.7	78.2	58.5	53.7	59.0
MASTER'S*	26.9	21.7	37.5	20.8	39.1	42.2	38.8
ALL OTHER	1.4	1.0	0.9	1.0	2.4	4.1	2.3
ENGLISH	100.0 (N= 8,010)	100.0 (N= 5,081)	100.0 (N= 127)	100.0 (N= 4,954)	100.0 (N= 2,929)	100.0 (N= 252)	100.0 (N= 2,677)
DOCTORATE*	63.5	71.2	58.3	71.6	50.1	34.5	51.5
MASTER'S*	34.6	27.4	40.2	27.0	47.1	57.5	46.1
ALL OTHER	1.9	1.4	1.6	1.4	2.9	7.9	2.4
HISTORY	100.0 (N= 4,465)	100.0 (N= 3,623)	100.0 (N= 199)	100.0 (N= 3,423)	100.0 (N= 842)	100.0 (N= 81)	100.0 (N= 761)
DOCTORATE*	81.1	83.8	53.8	85.6	69.6	69.1	69.8
MASTER'S*	18.5	15.7	46.2	13.9	30.4	32.1	30.2
ALL OTHER	0.4	0.5	0.0	0.5	0.0	0.0	0.0
MODERN LANGUAGES	100.0 (N= 4,002)	100.0 (N= 2,350)	100.0 (N= 287)	100.0 (N= 2,063)	100.0 (N= 1,651)	100.0 (N= 218)	100.0 (N= 1,433)
DOCTORATE*	73.4	80.3	74.6	81.1	63.7	72.0	62.5
MASTER'S*	24.9	19.3	24.7	18.5	32.9	27.1	33.8
ALL OTHER	1.7	0.4	0.7	0.3	3.4	0.9	3.7
PHILOSOPHY	100.0 (N= 2,747)	100.0 (N= 2,398)	100.0 (N= 89)	100.0 (N= 2,309)	100.0 (N= 349)	100.0 (N= 9)	100.0 (N= 340)
DOCTORATE*	77.5	77.5	43.8	78.8	77.7	22.2	78.8
MASTER'S*	21.3	21.1	56.2	19.7	22.3	77.8	21.2
ALL OTHER	1.2	1.4	0.0	1.4	0.0	0.0	0.0

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 35
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE UNIVERSITIES *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 4,612)	100.0 (N= 3,604)	100.0 (N= 215)	100.0 (N= 3,389)	100.0 (N= 1,008)	100.0 (N= 108)	100.0 (N= 900)
DOCTORATE*	90.4	93.1	80.9	93.8	80.8	74.1	81.7
MASTER'S*	8.4	6.0	16.3	5.4	16.7	23.1	15.9
ALL OTHER	1.3	0.9	2.8	0.8	2.6	2.8	2.4
ENGLISH	100.0 (N= 1,654)	100.0 (N= 1,259)	100.0 (N= 46)	100.0 (N= 1,213)	100.0 (N= 395)	100.0 (N= 29)	100.0 (N= 365)
DOCTORATE*	87.2	90.0	60.9	91.0	78.7	58.6	80.3
MASTER'S*	11.6	8.9	32.6	8.0	20.3	41.4	18.6
ALL OTHER	1.1	1.1	6.5	1.0	1.0	0.0	1.1
HISTORY	100.0 (N= 1,117)	100.0 (N= 990)	100.0 (N= 50)	100.0 (N= 940)	100.0 (N= 128)	100.0 (N= 20)	100.0 (N= 108)
DOCTORATE*	96.8	96.8	94.0	96.9	96.1	100.0	96.3
MASTER'S*	2.9	2.7	4.0	2.7	3.1	0.0	3.7
ALL OTHER	0.4	0.5	2.0	0.4	0.8	0.0	0.0
MODERN LANGUAGES	100.0 (N= 1,173)	100.0 (N= 754)	100.0 (N= 100)	100.0 (N= 654)	100.0 (N= 419)	100.0 (N= 57)	100.0 (N= 362)
DOCTORATE*	85.3	90.6	84.0	91.7	75.7	70.2	76.5
MASTER'S*	12.0	8.1	14.0	7.2	19.1	22.8	18.2
ALL OTHER	2.6	1.3	2.0	1.1	5.3	7.0	5.2
PHILOSOPHY	100.0 (N= 668)	100.0 (N= 601)	100.0 (N= 19)	100.0 (N= 582)	100.0 (N= 68)	100.0 (N= 2)	100.0 (N= 65)
DOCTORATE*	96.3	96.5	78.9	97.1	92.6	100.0	93.8
MASTER'S*	3.3	2.8	15.8	2.4	5.9	0.0	6.2
ALL OTHER	0.4	0.7	5.3	0.5	1.5	0.0	0.0

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 36
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE FOUR YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N= 13,229)	(N= 9,098)	(N= 428)	(N= 8,670)	(N= 4,131)	(N= 433)	(N= 3,698)
DOCTORATE*	70.7	75.8	60.5	76.5	59.6	51.0	60.5
MASTER'S*	28.4	23.6	39.5	22.8	39.1	49.0	37.9
ALL OTHER	0.9	0.7	0.0	0.7	1.3	0.0	1.5
ENGLISH	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N= 5,487)	(N= 3,447)	(N= 81)	(N= 3,366)	(N= 2,040)	(N= 203)	(N= 1,838)
DOCTORATE*	63.5	69.9	55.6	70.2	52.7	34.0	54.8
MASTER'S*	35.8	29.6	44.4	29.3	46.3	66.0	44.1
ALL OTHER	0.7	0.5	0.0	0.5	1.0	0.0	1.1
HISTORY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N= 3,071)	(N= 2,416)	(N= 130)	(N= 2,286)	(N= 655)	(N= 62)	(N= 594)
DOCTORATE*	80.9	83.6	46.2	85.7	70.7	58.1	71.9
MASTER'S*	18.7	15.9	53.8	13.7	29.5	41.9	28.1
ALL OTHER	0.4	0.5	0.0	0.6	0.0	0.0	0.0
MODERN LANGUAGES	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N= 2,750)	(N= 1,557)	(N= 187)	(N= 1,370)	(N= 1,193)	(N= 162)	(N= 1,032)
DOCTORATE*	69.1	76.1	69.5	77.0	59.9	71.6	57.9
MASTER'S*	29.7	23.9	30.5	23.0	37.2	27.8	38.7
ALL OTHER	1.3	0.0	0.0	0.0	2.8	0.6	3.4
PHILOSOPHY	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N= 1,921)	(N= 1,679)	(N= 30)	(N= 1,648)	(N= 242)	(N= 7)	(N= 235)
DOCTORATE*	77.4	76.2	80.0	76.2	85.5	0.0	88.1
MASTER'S*	21.0	22.0	23.3	22.0	14.5	100.0	11.9
ALL OTHER	1.6	1.8	0.0	1.8	0.0	0.0	0.0

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 37
HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY,
BY SEX AND MINORITY STATUS, FALL 1979:
PERCENTAGE DISTRIBUTION
* PRIVATE TWO YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY	MEN			WOMEN		
		SUBTOTAL	MINORITY	NONMINORITY	SUBTOTAL	MINORITY	NONMINORITY
ALL DEPARTMENTS	100.0 (N= 1,383)	100.0 (N= 751)	100.0 (N= 59)	100.0 (N= 691)	100.0 (N= 632)	100.0 (N= 20)	100.0 (N= 612)
DOCTORATE*	18.6	21.0	0.0	22.9	15.7	0.0	16.2
MASTER'S*	74.3	73.6	100.0	71.5	75.0	0.0	77.5
ALL OTHER	7.2	5.3	0.0	5.6	9.3	100.0	6.4
ENGLISH	100.0 (N= 869)	100.0 (N= 375)	100.0 (N= 0)	100.0 (N= 375)	100.0 (N= 494)	100.0 (N= 20)	100.0 (N= 474)
DOCTORATE*	18.2	21.1	0.0	21.1	16.0	0.0	16.7
MASTER'S*	70.4	68.5	0.0	68.5	72.1	0.0	75.1
ALL OTHER	11.4	10.4	0.0	10.4	11.9	100.0	8.2
HISTORY	100.0 (N= 277)	100.0 (N= 217)	100.0 (N= 20)	100.0 (N= 198)	100.0 (N= 59)	100.0 (N= 0)	100.0 (N= 59)
DOCTORATE*	21.3	27.2	0.0	29.8	0.0	0.0	0.0
MASTER'S*	78.3	72.8	100.0	69.7	100.0	0.0	100.0
ALL OTHER	0.4	0.0	0.0	0.5	0.0	0.0	0.0
MODERN LANGUAGES	100.0 (N= 79)	100.0 (N= 40)	100.0 (N= 0)	100.0 (N= 40)	100.0 (N= 40)	100.0 (N= 0)	100.0 (N= 40)
DOCTORATE*	50.6	50.0	0.0	50.0	50.0	0.0	50.0
MASTER'S*	50.6	50.0	0.0	50.0	50.0	0.0	50.0
ALL OTHER	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PHILOSOPHY	100.0 (N= 158)	100.0 (N= 119)	100.0 (N= 40)	100.0 (N= 79)	100.0 (N= 40)	100.0 (N= 0)	100.0 (N= 40)
DOCTORATE*	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MASTER'S*	100.0	100.0	100.0	100.0	100.0	0.0	100.0
ALL OTHER	0.0	0.0	0.0	0.0	0.0	0.0	0.0

*DEGREE WAS EARNED IN THE HUMANITIES.

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 38

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* ALL INSTITUTIONS *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	58,587	100.0	42,376	72.3	16,133	27.5	15,604	26.6	10,639	18.2	16,209	27.7
DOCTORATE*	37,258	100.0	28,860	77.5	14,303	38.4	11,640	31.2	2,917	7.8	8,397	22.5
MASTER'S*	19,807	100.0	12,620	63.7	1,670	8.4	3,731	18.8	7,219	36.4	7,186	36.3
ALL OTHER	1,522	100.0	896	58.9	160	10.5	233	15.3	503	33.0	626	41.1
ENGLISH												
TOTAL	28,076	100.0	19,230	68.5	6,460	23.0	6,633	23.6	6,137	21.9	8,846	31.5
DOCTORATE*	14,785	100.0	11,027	74.6	5,340	36.1	4,428	29.9	1,259	8.5	3,759	25.4
MASTER'S*	12,341	100.0	7,650	62.0	1,039	8.4	2,079	16.8	4,532	36.7	4,690	38.0
ALL OTHER	950	100.0	553	58.2	81	8.5	126	13.3	346	36.4	397	41.8
HISTORY												
TOTAL	13,613	100.0	10,906	80.1	5,018	36.9	3,976	29.2	1,912	14.0	2,707	19.9
DOCTORATE*	10,170	100.0	8,479	83.4	4,658	45.8	3,168	31.2	653	6.4	1,691	16.6
MASTER'S*	3,237	100.0	2,248	69.4	306	9.5	749	23.1	1,193	36.9	990	30.6
ALL OTHER	206	100.0	179	86.9	54	26.2	59	28.6	66	32.0	26	12.6
MODERN LANGUAGES												
TOTAL	11,009	100.0	8,063	73.2	2,808	25.5	3,322	30.2	1,933	17.6	2,945	26.8
DOCTORATE*	7,730	100.0	5,912	76.5	2,572	33.3	2,632	34.0	708	9.2	1,817	23.5
MASTER'S*	3,029	100.0	2,025	66.9	219	7.2	655	21.6	1,151	38.0	1,003	33.1
ALL OTHER	250	100.0	126	50.4	17	6.8	35	14.0	74	29.6	125	50.0
PHILOSOPHY												
TOTAL	5,889	100.0	4,179	71.0	1,849	31.4	1,673	28.4	657	11.2	1,711	29.1
DOCTORATE*	4,572	100.0	3,443	75.3	1,733	37.9	1,413	30.9	297	6.5	1,129	24.7
MASTER'S*	1,200	100.0	698	58.2	106	8.8	248	20.7	344	28.7	503	41.9
ALL OTHER	117	100.0	38	32.5	10	8.5	12	10.3	16	13.7	79	67.5

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 39

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC INSTITUTIONS *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	39,363	100.0	29,580	75.1	10,473	26.6	10,350	26.3	8,757	22.2	9,783	24.9
DOCTORATE*	23,480	100.0	18,771	79.9	9,009	38.4	7,493	31.9	2,269	9.7	4,709	20.1
MASTER'S*	14,634	100.0	10,010	68.4	1,324	9.0	2,646	18.1	6,040	41.3	4,624	31.6
ALL OTHER	1,249	100.0	799	64.0	140	11.2	211	16.9	448	35.9	450	36.0
ENGLISH												
TOTAL	20,066	100.0	14,335	71.4	4,437	22.1	4,609	23.0	5,289	26.4	5,732	28.6
DOCTORATE*	9,700	100.0	7,452	76.8	3,489	36.0	2,961	30.5	1,002	10.3	2,248	23.2
MASTER'S*	9,572	100.0	6,361	66.5	874	9.1	1,531	16.0	3,956	41.3	3,211	33.5
ALL OTHER	794	100.0	522	65.7	74	9.3	117	14.7	331	41.7	273	34.4
HISTORY												
TOTAL	9,148	100.0	7,471	81.7	3,279	35.8	2,636	28.8	1,556	17.0	1,678	18.3
DOCTORATE*	6,546	100.0	5,555	84.9	2,981	45.5	2,050	31.3	524	8.0	991	15.1
MASTER'S*	2,413	100.0	1,746	72.4	251	10.4	529	21.9	966	40.0	667	27.6
ALL OTHER	189	100.0	170	89.9	47	24.9	57	30.2	66	34.9	20	10.6
MODERN LANGUAGES												
TOTAL	7,007	100.0	5,371	76.7	1,812	25.9	2,113	30.2	1,446	20.6	1,636	23.3
DOCTORATE*	4,791	100.0	3,828	79.9	1,653	34.5	1,664	34.7	511	10.7	963	20.1
MASTER'S*	2,033	100.0	1,458	71.7	145	7.1	418	20.6	895	44.0	574	28.2
ALL OTHER	183	100.0	85	46.4	14	7.7	31	16.9	40	21.9	99	54.1
PHILOSOPHY												
TOTAL	3,142	100.0	2,406	76.6	946	30.1	993	31.6	467	14.9	736	23.4
DOCTORATE*	2,443	100.0	1,936	79.2	887	36.3	817	33.4	232	9.5	507	20.8
MASTER'S*	616	100.0	443	71.9	53	8.6	167	27.1	223	36.2	173	28.1
ALL OTHER	83	100.0	27	32.5	6	7.2	9	10.8	12	14.5	56	67.5

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 40

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC UNIVERSITIES *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	11,992	100.0	8,808	73.4	4,035	33.6	3,719	31.0	1,054	8.8	3,184	26.6
DOCTORATE*	10,282	100.0	8,037	78.2	3,901	37.9	3,514	34.2	622	6.0	2,244	21.8
MASTER'S*	1,481	100.0	670	45.2	112	7.6	184	12.4	374	25.3	811	54.8
ALL OTHER	229	100.0	101	44.1	22	9.6	21	9.2	58	25.3	129	56.3
ENGLISH												
TOTAL	5,147	100.0	3,515	68.3	1,509	29.3	1,530	29.7	476	9.2	1,632	31.7
DOCTORATE*	3,989	100.0	3,009	75.4	1,395	35.0	1,380	34.6	234	5.9	980	24.6
MASTER'S*	1,025	100.0	438	42.7	96	9.4	132	12.9	210	20.5	586	57.2
ALL OTHER	133	100.0	68	51.1	18	13.5	18	13.5	32	24.1	66	49.6
HISTORY												
TOTAL	2,706	100.0	2,233	82.5	1,225	45.3	865	32.0	143	5.3	473	17.5
DOCTORATE*	2,645	100.0	2,206	83.4	1,220	46.1	862	32.6	124	4.7	439	16.6
MASTER'S*	55	100.0	24	43.6	4	7.3	3	5.5	17	30.9	29	52.7
ALL OTHER	6	100.0	3	50.0	1	16.7	0	0.0	2	33.3	5	83.3
MODERN LANGUAGES												
TOTAL	2,994	100.0	2,168	72.4	867	29.0	942	31.5	359	12.0	828	27.7
DOCTORATE*	2,560	100.0	1,954	76.3	856	33.4	900	35.2	198	7.7	606	23.7
MASTER'S*	359	100.0	186	51.8	9	2.5	40	11.1	137	38.2	172	47.9
ALL OTHER	75	100.0	28	37.3	2	2.7	2	2.7	24	32.0	50	66.7
PHILOSOPHY												
TOTAL	1,145	100.0	893	78.0	435	38.0	382	33.4	76	6.6	252	22.0
DOCTORATE*	1,087	100.0	868	79.9	431	39.7	372	34.2	65	6.0	219	20.1
MASTER'S*	44	100.0	21	47.7	3	6.8	9	20.5	9	20.5	23	52.3
ALL OTHER	14	100.0	4	28.6	1	7.1	1	7.1	2	14.3	10	71.4

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 41

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC FOUR YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	14,689	100.0	11,593	78.9	4,659	31.7	4,473	30.5	2,461	16.8	3,096	21.1
DOCTORATE*	10,665	100.0	8,890	83.4	4,394	41.2	3,586	33.6	910	8.5	1,775	16.6
MASTER'S*	3,711	100.0	2,497	67.3	182	4.9	835	22.5	1,480	39.9	1,215	32.7
ALL OTHER	313	100.0	206	65.8	83	26.5	52	16.6	71	22.7	106	33.9
ENGLISH												
TOTAL	6,767	100.0	5,114	75.6	1,894	28.0	1,866	27.6	1,354	20.0	1,654	24.4
DOCTORATE*	4,373	100.0	3,544	81.0	1,723	39.4	1,427	32.6	394	9.0	829	19.0
MASTER'S*	2,204	100.0	1,448	65.7	123	5.6	411	18.6	914	41.5	756	34.3
ALL OTHER	190	100.0	122	64.2	48	25.3	28	14.7	46	24.2	69	36.3
HISTORY												
TOTAL	3,861	100.0	3,235	83.8	1,607	41.6	1,240	32.1	388	10.0	626	16.2
DOCTORATE*	3,203	100.0	2,789	87.1	1,564	48.8	1,043	32.6	182	5.7	414	12.9
MASTER'S*	603	100.0	405	67.2	19	3.2	190	31.5	196	32.5	198	32.8
ALL OTHER	55	100.0	41	74.5	24	43.6	7	12.7	10	18.2	14	25.5
MODERN LANGUAGES												
TOTAL	2,720	100.0	2,199	80.8	725	26.7	916	33.7	558	20.5	522	19.2
DOCTORATE*	1,923	100.0	1,614	83.9	684	35.6	704	36.6	226	11.8	309	16.1
MASTER'S*	755	100.0	558	73.9	34	4.5	203	26.9	321	42.5	198	26.2
ALL OTHER	42	100.0	27	64.3	7	16.7	9	21.4	11	26.2	15	35.7
PHILOSOPHY												
TOTAL	1,340	100.0	1,046	78.1	433	32.3	452	33.7	161	12.0	294	21.9
DOCTORATE*	1,166	100.0	944	81.0	422	36.2	413	35.4	109	9.3	223	19.1
MASTER'S*	149	100.0	85	57.0	6	4.0	31	20.8	48	32.2	63	42.3
ALL OTHER	25	100.0	17	68.0	5	20.0	8	32.0	4	16.0	8	32.0

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 42

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PUBLIC TWO YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	12,682	100.0	9,179	72.4	1,779	14.0	2,158	17.0	5,242	41.3	3,503	27.6
DOCTORATE*	2,533	100.0	1,842	72.7	714	28.2	392	15.5	736	29.1	690	27.2
MASTER'S*	9,442	100.0	6,844	72.5	1,030	10.9	1,627	17.2	4,187	44.3	2,598	27.5
ALL OTHER	707	100.0	493	69.7	35	5.0	139	19.7	319	45.1	215	30.4
ENGLISH												
TOTAL	8,153	100.0	5,706	70.0	1,035	12.7	1,212	14.9	3,459	42.4	2,447	30.0
DOCTORATE*	1,338	100.0	898	67.1	370	27.7	154	11.5	374	28.0	439	32.8
MASTER'S*	6,344	100.0	4,475	70.5	655	10.3	988	15.6	2,832	44.6	1,868	29.4
ALL OTHER	471	100.0	333	70.7	10	2.1	70	14.9	253	53.7	140	29.7
HISTORY												
TOTAL	2,580	100.0	2,002	77.6	447	17.3	530	20.5	1,025	39.7	578	22.4
DOCTORATE*	698	100.0	561	80.4	197	28.2	146	20.9	218	31.2	138	19.8
MASTER'S*	1,756	100.0	1,316	74.9	228	13.0	336	19.1	752	42.8	439	25.0
ALL OTHER	126	100.0	125	99.2	22	17.5	48	38.1	55	43.7	1	0.8
MODERN LANGUAGES												
TOTAL	1,293	100.0	1,006	77.8	220	17.0	256	19.8	530	41.0	287	22.2
DOCTORATE*	308	100.0	260	84.4	113	36.7	60	19.5	87	28.2	48	15.6
MASTER'S*	919	100.0	714	77.7	103	11.2	175	19.0	436	47.4	204	22.2
ALL OTHER	66	100.0	32	48.5	4	6.1	21	31.8	7	10.6	35	53.0
PHILOSOPHY												
TOTAL	657	100.0	467	71.1	78	11.9	160	24.4	229	34.9	190	28.9
DOCTORATE*	189	100.0	125	66.1	34	18.0	33	17.5	58	30.7	65	34.4
MASTER'S*	424	100.0	337	79.5	44	10.4	127	30.0	166	39.2	87	20.5
ALL OTHER	44	100.0	5	11.4	0	0.0	0	0.0	5	11.4	38	86.4

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 43

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE INSTITUTIONS *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	19,223	100.0	12,796	66.6	5,660	29.4	5,254	27.3	1,882	9.8	6,426	33.4
DOCTORATE*	13,778	100.0	10,091	73.2	5,295	38.4	4,148	30.1	648	4.7	3,687	26.8
MASTER'S*	5,173	100.0	2,610	50.5	346	6.7	1,085	21.0	1,179	22.8	2,562	49.5
ALL OTHER	272	100.0	95	34.9	19	7.0	21	7.7	55	20.2	177	65.1
ENGLISH												
TOTAL	8,010	100.0	4,897	61.1	2,023	25.3	2,025	25.3	849	10.6	3,114	38.9
DOCTORATE*	5,085	100.0	3,575	70.3	1,851	36.4	1,467	28.8	257	5.1	1,511	29.7
MASTER'S*	2,769	100.0	1,289	46.6	165	6.0	548	19.8	576	20.8	1,479	53.4
ALL OTHER	156	100.0	33	21.2	7	4.5	10	6.4	16	10.3	124	79.5
HISTORY												
TOTAL	4,465	100.0	3,436	77.0	1,739	38.9	1,340	30.0	357	8.0	1,029	23.0
DOCTORATE*	3,623	100.0	2,923	80.7	1,677	46.3	1,117	30.8	129	3.6	700	19.3
MASTER'S*	824	100.0	502	60.9	55	6.7	220	26.7	227	27.5	323	39.2
ALL OTHER	18	100.0	11	61.1	7	38.9	3	16.7	1	5.6	6	33.3
MODERN LANGUAGES												
TOTAL	4,002	100.0	2,692	67.3	996	24.9	1,209	30.2	487	12.2	1,308	32.7
DOCTORATE*	2,939	100.0	2,085	70.9	920	31.3	968	32.9	197	6.7	854	29.1
MASTER'S*	996	100.0	567	56.9	74	7.4	237	23.8	256	25.7	430	43.2
ALL OTHER	67	100.0	40	59.7	2	3.0	4	6.0	34	50.7	24	35.8
PHILOSOPHY												
TOTAL	2,747	100.0	1,772	64.5	902	32.8	680	24.8	190	6.9	975	35.5
DOCTORATE*	2,130	100.0	1,508	70.8	847	39.8	595	27.9	66	3.1	622	29.2
MASTER'S*	584	100.0	254	43.5	52	8.9	81	13.9	121	20.7	330	56.5
ALL OTHER	33	100.0	10	30.3	3	9.1	4	12.1	3	9.1	23	69.7

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 44

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE UNIVERSITIES *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	4,612	100.0	3,189	69.1	1,713	37.1	1,190	25.8	286	6.2	1,421	30.8
DOCTORATE*	4,168	100.0	2,973	71.3	1,666	40.0	1,133	27.2	174	4.2	1,196	28.7
MASTER'S*	386	100.0	179	46.4	35	9.1	49	12.7	95	24.6	207	53.6
ALL OTHER	58	100.0	37	63.8	12	20.7	8	13.8	17	29.3	18	31.0
ENGLISH												
TOTAL	1,654	100.0	1,109	67.0	586	35.4	412	24.9	111	6.7	544	32.9
DOCTORATE*	1,443	100.0	999	69.2	555	38.5	382	26.5	62	4.3	445	30.8
MASTER'S*	192	100.0	98	51.0	25	13.0	26	13.5	47	24.5	94	49.0
ALL OTHER	19	100.0	12	63.2	6	31.6	4	21.1	2	10.5	5	26.3
HISTORY												
TOTAL	1,117	100.0	846	75.7	509	45.6	299	26.8	38	3.4	271	24.3
DOCTORATE*	1,081	100.0	830	76.8	506	46.8	295	27.3	29	2.7	251	23.2
MASTER'S*	32	100.0	13	40.6	2	6.3	3	9.4	8	25.0	19	59.4
ALL OTHER	4	100.0	3	75.0	1	25.0	1	25.0	1	25.0	1	25.0
MODERN LANGUAGES												
TOTAL	1,173	100.0	750	63.9	343	29.2	310	26.4	97	8.3	422	36.0
DOCTORATE*	1,001	100.0	672	67.1	335	33.5	287	28.7	50	5.0	329	32.9
MASTER'S*	141	100.0	60	42.6	7	5.0	19	13.5	34	24.1	82	58.2
ALL OTHER	31	100.0	18	58.1	1	3.2	4	12.9	13	41.9	11	35.5
PHILOSOPHY												
TOTAL	668	100.0	484	72.5	275	41.2	170	25.4	39	5.8	184	27.5
DOCTORATE*	643	100.0	472	73.4	270	42.0	169	26.3	33	5.1	171	26.6
MASTER'S*	22	100.0	9	40.9	1	4.5	1	4.5	7	31.8	13	59.1
ALL OTHER	3	100.0	3	100.0	4	100.0	0	0.0	0	0.0	0	0.0

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 45

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE FOUR YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	13,229	100.0	9,251	69.9	3,907	29.5	3,965	30.0	1,379	10.4	3,978	30.1
DOCTORATE*	9,353	100.0	7,040	75.3	3,610	38.6	2,976	31.8	454	4.9	2,314	24.7
MASTER'S*	3,760	100.0	2,156	57.3	292	7.8	977	26.0	887	23.6	1,604	42.7
ALL OTHER	116	100.0	55	47.4	5	4.3	12	10.3	38	32.8	60	51.7
ENGLISH												
TOTAL	5,487	100.0	3,629	66.1	1,436	26.2	1,534	28.0	659	12.0	1,859	33.9
DOCTORATE*	3,484	100.0	2,556	73.4	1,296	37.2	1,066	30.6	194	5.6	928	26.6
MASTER'S*	1,965	100.0	1,052	53.5	140	7.1	462	23.5	450	22.9	912	46.4
ALL OTHER	38	100.0	21	55.3	0	0.0	6	15.8	15	39.5	19	50.0
HISTORY												
TOTAL	3,071	100.0	2,451	79.8	1,190	38.7	1,022	33.3	239	7.8	619	20.2
DOCTORATE*	2,483	100.0	2,053	82.7	1,152	46.4	802	32.3	99	4.0	429	17.3
MASTER'S*	575	100.0	389	67.7	33	5.7	216	37.6	140	24.3	186	32.3
ALL OTHER	13	100.0	9	69.2	5	38.5	4	30.8	0	0.0	4	30.8
MODERN LANGUAGES												
TOTAL	2,750	100.0	1,923	69.9	[illegible]	13.7	900	32.7	370	13.5	828	30.1
DOCTORATE*	1,899	100.0	1,393	73.4	[illegible]	0.8	681	35.9	127	6.7	506	26.6
MASTER'S*	816	100.0	507	62.1	[illegible]	4.2	218	26.7	222	27.2	308	37.7
ALL OTHER	35	100.0	23	65.7	1	2.9	1	2.9	21	60.0	14	40.0
PHILOSOPHY												
TOTAL	1,921	100.0	1,249	65.0	628	32.7	510	26.5	111	5.8	672	35.0
DOCTORATE*	1,487	100.0	1,035	69.6	576	38.7	426	28.6	33	2.2	451	30.3
MASTER'S*	404	100.0	205	50.7	51	12.6	80	19.8	74	18.3	198	49.0
ALL OTHER	30	100.0	9	30.0	1	3.3	4	13.3	4	13.3	23	76.7

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 46

HIGHEST DEGREE HELD BY FULL-TIME HUMANITIES FACULTY
BY RANK AND TENURE STATUS, FALL 1979:
* PRIVATE TWO YEAR COLLEGES *

HIGHEST DEGREE HELD	TOTAL FACULTY		TENURED								NONTENURED (TENURE-TRACK & NONTENURE-TRACK)	
			SUBTOTAL		PROFESSOR		ASSOCIATE PROFESSOR		OTHER TENURED			
	N	%	N	%	N	%	N	%	N	%	N	%
ALL DEPARTMENTS												
TOTAL	1,383	100.0	356	25.7	40	2.9	99	7.2	217	15.7	1,027	74.3
DOCTORATE*	257	100.0	80	31.1	20	7.8	40	15.6	20	7.8	178	69.3
MASTER'S*	1,027	100.0	277	27.0	20	1.9	59	5.7	198	19.3	751	73.1
ALL OTHER	99	100.0	0	0.0	0	0.0	0	0.0	0	0.0	98	99.0
ENGLISH												
TOTAL	869	100.0	158	18.2	0	0.0	79	9.1	79	9.1	711	81.8
DOCTORATE*	158	100.0	20	12.7	0	0.0	20	12.7	0	0.0	138	87.3
MASTER'S*	612	100.0	138	22.5	0	0.0	59	9.6	79	12.9	474	77.5
ALL OTHER	99	100.0	0	0.0	0	0.0	0	0.0	0	0.0	99	100.0
HISTORY												
TOTAL	277	100.0	139	50.2	40	14.4	20	7.2	79	28.5	138	49.8
DOCTORATE*	59	100.0	40	67.8	20	33.9	20	33.9	0	0.0	20	33.9
MASTER'S*	217	100.0	99	45.6	20	9.2	0	0.0	79	36.4	119	54.8
ALL OTHER	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MODERN LANGUAGES												
TOTAL	79	100.0	20	25.3	0	0.0	0	0.0	20	25.3	59	74.7
DOCTORATE*	40	100.0	20	50.0	0	0.0	0	0.0	20	50.0	20	50.0
MASTER'S*	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0
ALL OTHER	0	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	100.0
PHILOSOPHY												
TOTAL	158	100.0	40	25.3	0	0.0	0	0.0	40	25.3	119	75.3
DOCTORATE*	0	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MASTER'S*	158	100.0	40	25.3	0	0.0	0	0.0	40	25.3	119	75.3
ALL OTHER	0	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

*DEGREE WAS EARNED IN THE HUMANITIES

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 47

PERCENTAGE DISTRIBUTION OF FULL-TIME HUMANITIES FACULTY HIRED FOR AY 1979-1980 AND EXPECTED TO BE HIRED FOR AY 1980-81, BY TENURE STATUS AND INSTITUTIONAL CATEGORY: * ALL DEPARTMENTS *

CATEGORY	1979-80 TOTAL N	1979-80 TOTAL %	1979-80 TENURED OR IN TENURE TRACK	1979-80 NOT IN TENURE TRACK	1980-81 TOTAL N	1980-81 TOTAL %	1980-81 TENURED OR IN TENURE TRACK	1980-81 NOT IN TENURE TRACK
TOTAL	3,658	100.0	45.9	54.1	3,199	100.0	51.4	48.6
PUBLIC	2,211	100.0	43.2	56.8	1,970	100.0	51.1	48.9
UNIVERSITIES	886	100.0	37.1	62.9	874	100.0	49.9	50.1
FOUR-YEAR COLLEGES	745	100.0	44.1	55.9	604	100.0	41.6	58.4
TWO-YEAR COLLEGES	580	100.0	51.1	48.9	491	100.0	65.1	34.9
PRIVATE	1,447	100.0	50.1	49.9	1,230	100.0	52.0	48.0
UNIVERSITIES	400	100.0	56.7	43.3	409	100.0	54.7	45.3
FOUR-YEAR COLLEGES	968	100.0	51.5	48.5	762	100.0	54.6	45.4
TWO-YEAR COLLEGES	79	100.0	0.0	100.0	59	100.0	0.0	100.0

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

TABLE 48

PERCENTAGE DISTRIBUTION OF FULL-TIME HUMANITIES FACULTY HIRED FOR AY 1979-1980 AND EXPECTED TO BE HIRED FOR AY 1980-81, BY TENURE STATUS AND INSTITUTIONAL CATEGORY: * ENGLISH DEPARTMENTS *

CATEGORY	1979-80 TOTAL N	1979-80 TOTAL %	1979-80 TENURED OR IN TENURE TRACK	1979-80 NOT IN TENURE TRACK	1980-81 TOTAL N	1980-81 TOTAL %	1980-81 TENURED OR IN TENURE TRACK	1980-81 NOT IN TENURE TRACK
TOTAL	2,055	100.0	41.9	58.1	1,634	100.0	44.0	56.0
PUBLIC	1,308	100.0	40.6	59.4	1,090	100.0	41.9	58.1
UNIVERSITIES	443	100.0	33.7	66.3	405	100.0	37.9	62.1
FOUR-YEAR COLLEGES	366	100.0	40.8	59.2	329	100.0	34.0	66.0
TWO-YEAR COLLEGES	500	100.0	46.5	53.5	355	100.0	53.8	46.2
PRIVATE	747	100.0	44.3	55.7	544	100.0	48.2	51.8
UNIVERSITIES	145	100.0	58.6	41.4	161	100.0	49.3	50.7
FOUR-YEAR COLLEGES	523	100.0	47.0	53.0	343	100.0	53.2	46.8
TWO-YEAR COLLEGES	79	100.0	0.0	100.0	40	100.0	0.0	100.0

TABLE 49

PERCENTAGE DISTRIBUTION OF FULL-TIME HUMANITIES FACULTY HIRED FOR AY 1979-1980
AND EXPECTED TO BE HIRED FOR AY 1980-81,
BY TENURE STATUS AND INSTITUTIONAL CATEGORY:
* HISTORY DEPARTMENTS *

CATEGORY	1979-80 TOTAL N	1979-80 TOTAL %	1979-80 TENURED OR IN TENURE TRACK	1979-80 NOT IN TENURE TRACK	1980-81 TOTAL N	1980-81 TOTAL %	1980-81 TENURED OR IN TENURE TRACK	1980-81 NOT IN TENURE TRACK
TOTAL	453	100.0	47.0	53.0	515	100.0	56.8	43.2
PUBLIC	318	100.0	42.9	57.1	286	100.0	63.4	36.6
UNIVERSITIES	144	100.0	40.2	59.8	121	100.0	59.5	40.5
FOUR-YEAR COLLEGES	169	100.0	46.6	53.4	105	100.0	49.0	51.0
TWO-YEAR COLLEGES	6	100.0	0.0	100.0	59	100.0	97.0	3.0
PRIVATE	135	100.0	56.7	43.3	229	100.0	48.6	51.4
UNIVERSITIES	71	100.0	55.4	44.6	92	100.0	53.6	46.4
FOUR-YEAR COLLEGES	64	100.0	58.1	41.9	118	100.0	52.8	47.2
TWO-YEAR COLLEGES	0	100.0	0.0	0.0	20	100.0	0.0	100.0

TABLE 50

PERCENTAGE DISTRIBUTION OF FULL-TIME HUMANITIES FACULTY HIRED FOR AY 1979-1980
AND EXPECTED TO BE HIRED FOR AY 1980-81,
BY TENURE STATUS AND INSTITUTIONAL CATEGORY:
* MODERN LANGUAGES DEPARTMENTS *

CATEGORY	1979-80 TOTAL N	1979-80 TOTAL %	1979-80 TENURED OR IN TENURE TRACK	1979-80 NOT IN TENURE TRACK	1980-81 TOTAL N	1980-81 TOTAL %	1980-81 TENURED OR IN TENURE TRACK	1980-81 NOT IN TENURE TRACK
TOTAL	694	100.0	54.4	45.6	628	100.0	63.9	36.1
PUBLIC	383	100.0	49.2	50.8	357	100.0	59.7	40.3
UNIVERSITIES	196	100.0	41.7	58.3	207	100.0	60.5	39.5
FOUR-YEAR COLLEGES	141	100.0	49.6	50.4	106	100.0	46.3	53.7
TWO-YEAR COLLEGES	45	100.0	80.7	19.3	44	100.0	87.5	12.5
PRIVATE	311	100.0	60.7	39.3	271	100.0	69.4	30.6
UNIVERSITIES	109	100.0	66.0	34.0	97	100.0	70.8	29.2
FOUR-YEAR COLLEGES	202	100.0	57.8	42.2	174	100.0	68.6	31.4
TWO-YEAR COLLEGES	0	100.0	0.0	0.0	0	100.0	0.0	0.0

TABLE 51

PERCENTAGE DISTRIBUTION OF FULL-TIME HUMANITIES FACULTY HIRED FOR AY 1979-1980 AND EXPECTED TO BE HIRED FOR AY 1980-81, BY TENURE STATUS AND INSTITUTIONAL CATEGORY: * PHILOSOPHY DEPARTMENTS *

CATEGORY	1979-80 TOTAL N	1979-80 TOTAL %	1979-80 TENURED OR IN TENURE TRACK	1979-80 NOT IN TENURE TRACK	1980-81 TOTAL N	1980-81 TOTAL %	1980-81 TENURED OR IN TENURE TRACK	1980-81 NOT IN TENURE TRACK
TOTAL	456	100.0	50.0	50.0	423	100.0	55.2	44.8
PUBLIC	202	100.0	48.9	51.1	237	100.0	65.7	34.3
UNIVERSITIES	104	100.0	38.9	61.1	141	100.0	60.5	39.5
FOUR-YEAR COLLEGES	69	100.0	45.0	55.0	64	100.0	60.0	40.0
TWO-YEAR COLLEGES	29	100.0	93.8	6.2	32	100.0	100.0	0.0
PRIVATE	254	100.0	50.8	49.2	186	100.0	41.9	58.1
UNIVERSITIES	75	100.0	40.6	59.4	59	100.0	44.4	55.6
FOUR-YEAR COLLEGES	178	100.0	55.1	44.9	127	100.0	40.7	59.3
TWO-YEAR COLLEGES	0	100.0	0.0	0.0	0	100.0	0.0	0.0

NOTE: ONLY DEPARTMENTS OF ENGLISH AND AMERICAN LITERATURE, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY WERE INCLUDED IN THE SURVEY.

APPENDIX A: Survey Instrument

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

HIGHER EDUCATION PANEL
(202) 833-4757

May 16, 1980

Dear Colleague:

Attached is Higher Education Panel survey #51, "Selected Characteristics of Full-Time Humanities Faculty, Fall 1979." Sponsored by the National Endowment for the Humanities, the survey seeks basic demographic information about full-time faculty in certain humanities fields.

The data from this survey will provide the Endowment with critical information about a significant segment of the humanities labor force--higher education faculty. In addition to being able to enumerate and describe the humanities faculty, the Endowment will acquire an improved indication of career patterns and better knowledge of short-term labor demand. Further, the survey's findings will aid in the improved allocation of resources from the Endowment's fellowship programs, as well as in the assessment of the status of women and minorities.

Unlike most Panel surveys, it is expected that this information will have to be provided at the departmental, rather than the institutional, level. Please make sure that a separate questionnaire is completed for each of the four humanities disciplines specified.

Please understand that responses from your institution will be held in strict confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. Although you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

Please forward the completed questionnaire to your HEP representative (the person who provided you with the survey instrument) in time to be returned to us by June 6, 1980. If you have any problems or questions, please do not hesitate to telephone us collect at 202-833-4757.

Thank you for your cooperation and assistance.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

Survey Coverage

A questionnaire should be completed for each of the following humanities disciplines.

(1) English and American literature (include comparative literature, writing, or other programs within the English department)

(2) History

(3) Modern languages (Romance, Germanic, and Slavic only)

(4) Philosophy (exclude religion)

Where modern languages are divided among more than one department, please include all language departments that cover Romance, Germanic and Slavic languages.

In such general categories as "humanities" or "social sciences," faculty should be included only if more than half of their teaching assignments fall into one of the four disciplines listed above.

Please forward the completed questionnaire to your HEP representative in time to be returned by June 6, 1980 to the Higher Education Panel, American Council on Education. If there are any questions or problems, please call the Panel staff collect at 202-833-4757.

OMB No. 099-R0265
Exp. 6/81

AMERICAN COUNCIL ON EDUCATION

HIGHER EDUCATION PANEL SURVEY NO. 51:

SELECTED CHARACTERISTICS OF FULL-TIME HUMANITIES FACULTY, FALL 1979

Department (or Discipline): _____

1. Please indicate below the number of full-time faculty in your department as of fall 1979, according to their gender, minority status, and rank:

If your institution has no tenure system, report all faculty under column (6).

	Total Full-Time Faculty (1)	Tenured Faculty: Professor (2)	Tenured Faculty: Associate Professor (3)	Tenured Faculty: All Other (4)	Nontenured Faculty: In Tenure Track (5)	Nontenured Faculty: Not in Tenure Track (6)
MEN						
Minority						
Nonminority						
WOMEN						
Minority						
Nonminority						
TOTAL						

Minorities include Blacks, Hispanics, Asian or Pacific Islanders, American Indians, or Alaskan Natives.

Be sure to exclude from item 1 faculty who may be visiting your institution but who have permanent appointments at another institution. These faculty should be counted in item 2 below.

	Tenured or in Tenure Track	Not in Tenure Track
2. How many new full-time faculty members were hired in your department for the current (1979-80) academic year?		
How many new full-time faculty members do you anticipate hiring for your department for the coming (1980-81) academic year?		

Nontenure-track includes visiting and temporary faculty on one-year or multi-year terminal contracts, as well as faculty supported entirely on soft money. If your institution has no tenure system, report all new faculty here.

(over)

3. Please indicate below the highest degree held in the humanities by the full-time faculty in your department as of fall 1979.

a. according to their gender and minority status:

For this survey earned doctorate includes D.Phil., D.A., or Ph.D., but does not include Ed.D.

	Master's in the Humanities	Earned Doctorate in the Humanities
MEN		
Minority		
Nonminority		
WOMEN		
Minority		
Nonminority		
*TOTAL		

Exclude faculty holding a professional degree or degree below the Master's.

b. according to their rank:

	Master's in the Humanities	Earned Doctorate in the Humanities
TENURED		
Professor		
Associate professor		
All other tenured		
NOT TENURED (tenure-track and nontenure-track)		
*TOTAL		

*These totals will differ from the total reported in item 1 if not all of your faculty hold advanced degrees in the humanities.

Thank you for your assistance.

Please return this form by June 6, 1980 to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036

Please keep a copy of this survey for your records.

Person completing form

Name _____

Dept. _____

Phone _____

If you have any questions or problems, please call the HEP staff collect at (202) 833-4757.

APPENDIX B: Technical Notes

Weighting

Data from the responding Panel institutions were statistically adjusted to represent the national population of institutions that had full-time humanities faculty. The stratification design for weighting follows:

Table B-1: Stratification Design

Cell	Category	Population	Respondents
01	Public universities	111	102
02	Private universities	71	66
04	Public black four-year colleges FTE > 3,000	12	6
05	Public nonblack four-year colleges FTE > 8,750	101	77
07	Private nonblack four-year colleges FTE > 8,750	11	7
08	Public two-year colleges FTE > 8,750	35	18
09	Public four-year colleges FTE 3,700-8,750	73	37
10	Public four-year colleges FTE < 3,700	163	26
11	Private four-year colleges FTE 2,000 > 8,750	115	27
12	Private four-year colleges FTE 1,000-2,000	240	37
13	Private four-year colleges FTE < 1,000	443	20
14	Public two-year colleges FTE 5,100-8,750	62	31
15	Public two-year colleges FTE 3,260-5,100	104	35
16	Public two-year colleges FTE 1,600-3,260	168	30
17	Public two-year colleges FTE < 1,600	501	31
18	Private two-year colleges	237	12

It was assumed that the departmental structures of Panel institutions are similar to the departmental structures of population institutions. For the first stage of the weighting procedure, responding Panel institutions were adjusted for departmental nonresponse; second, the Panel was adjusted for institutional nonresponse; third, institutional weights were applied to bring the Panel up to the national population.

Comparison of Respondents and Nonrespondents

Table B-2 compares survey respondents and nonrespondents against several variables. Higher-than-average response rates were recorded for universities (94 percent) and institutions with moderate undergraduate enrollments of between 6,000-10,000 students (90 percent). Two-year colleges, particularly in the private sector, had lower-than-average response rates (71 percent of private two-year colleges, 76 percent of public two-year colleges).

Table B-2: Comparison of Respondents and Nonrespondents

Characteristic	Respondents (N=562)	Nonrespondents (N=111)	Response Rate
Total	100.0	100.0	83.5
Control			
Public	69.9	73.0	82.9
Private	30.1	27.0	84.9
Type and control			
Public universities	18.2	6.3	93.6
Private universities	11.7	3.6	94.3
Public four-year colleges	26.0	24.3	84.4
Private four-year colleges	16.2	18.9	81.2
Public two-year colleges	25.8	42.3	75.5
Private two-year colleges	2.1	4.5	70.6*
Region			
Northeast	24.1	32.5	78.8
Midwest	25.7	18.9	87.2
South	30.3	22.5	87.1
West	19.9	26.1	79.3
Total undergraduate enrollment 1976			
< 2,000	21.5	28.8	79.1
2,000-5,999	20.8	35.1	81.6
6,000-9,999	23.8	13.5	89.9
10,000 or more	23.9	22.5	84.3

* Falls short of the overall response rate by more than 10 percent.

Reliability of Survey Estimates

Since the statistics presented in this report are based on a sample, they will differ somewhat from the figures which would have been obtained if a complete census had been taken using the same survey instrument, instructions, and procedures. As in any survey, the results are also subject to reporting and processing errors and errors due to nonresponse. To the extent possible, these types of errors were kept to a minimum by methods built into the survey procedures.

The standard error is primarily a measure of sampling variability; that is, the variations that might occur by chance because only a sample of the institutions is surveyed. The chances are about 68 out of 100 that an estimate from the sample would differ from a complete census by less than the standard error. The chances are about 90 out of 100 that the difference would be less than 1.65 times the standard error; about 95 out of 100 that it would be less than 1.96 times the standard error; and about 99 out of 100 that it would be less than 2.5 times as large. Thus, knowing the standard error permits us to specify a range within which we can have a stated confidence that a given estimate would lie if a complete census, rather than a sample survey, had been conducted. As an example, please refer to the estimated number of full-time faculty in English departments in all institutions--28,076. The standard error of the estimate is 661 which, when multiplied by 1.65 yields 1,091, or the half-length of the 90 percent confidence interval. Thus, chances are about 90 out of 100 that a complete census would show the number of full-time English faculty in all institutions to be more than 26,986 and less than 29,167.

Tables B-3-5 show 90 percent confidence intervals of selected survey estimates.

Table B-3: Ninety Percent Confidence Intervals (±) of Selected Survey Estimates, Fall 1979: Total Institutions

Sex and Minority Status	Total Full-Time Faculty	Tenured Faculty			Nontenured Faculty	
		Professor	Associate Professor	All Other	In Tenure Track	Not in Tenure Track
English						
Men						
Minority	105	32	28	46	52	41
Nonminority	792	320	285	382	230	283
Women						
Minority	203	51	45	97	93	84
Nonminority	510	133	174	214	249	326
Total	1,091	369	355	574	441	570
History						
Men						
Minority	100	27	44	52	28	38
Nonminority	448	229	232	175	260	123
Women						
Minority	55	36	39	8	18	6
Nonminority	256	112	85	82	125	66
Total	517	256	259	219	299	152
Modern Languages						
Men						
Minority	118	33	62	62	29	32
Nonminority	337	147	167	113	89	95
Women						
Minority	90	22	50	62	26	11
Nonminority	238	84	90	74	104	98
Total	547	178	246	196	168	162
Philosophy						
Men						
Minority	58	21	9	13	26	45
Nonminority	299	149	132	83	126	188
Women						
Minority	19	0	1	2	16	9
Nonminority	110	39	46	14	74	61
Total	328	176	149	88	148	202

Table B-4: Ninety Percent Confidence Intervals (±) of Selected Survey Estimates, Fall 1979: Public Institutions

Sex and Minority Status	Total Full-Time Faculty	Tenured Faculty			Nontenured Faculty	
		Professor	Associate Professor	All Other	In Tenure Track	Not in Tenure Track
English						
Men						
Minority	98	24	25	46	47	39
Nonminority	586	190	191	359	174	168
Women						
Minority	168	35	36	90	80	69
Nonminority	341	95	104	190	172	202
Total	873	252	267	543	355	376
History						
Men						
Minority	53	19	21	33	23	21
Nonminority	336	131	139	146	244	97
Women						
Minority	21	5	6	8	16	6
Nonminority	104	27	44	73	24	36
Total	387	145	157	191	256	116
Modern Languages						
Men						
Minority	102	23	45	61	17	31
Nonminority	176	81	65	95	42	43
Women						
Minority	55	14	32	37	15	7
Nonminority	115	35	42	46	50	73
Total	306	108	114	166	79	97
Philosophy						
Men						
Minority	35	14	7	8	26	14
Nonminority	134	49	70	54	50	59
Women						
Minority	15	0	0	2	12	9
Nonminority	30	8	18	13	14	17
Total	157	55	74	60	63	71

Table B-5: Ninety Percent Confidence Intervals (±) of Selected Survey Estimates, Fall 1979: Private Institutions

Sex and Minority Status	Total Full-Time Faculty	Tenured Faculty			Nontenured Faculty	
		Professor	Associate Professor	All Other	In Tenure Track	Not in Tenure Track
English						
Men						
Minority	38	21	13	6	22	12
Nonminority	533	258	212	130	150	228
Women						
Minority	115	37	27	37	46	47
Nonminority	379	93	139	99	180	255
Total	654	269	234	186	261	428
History						
Men						
Minority	85	19	38	40	16	32
Nonminority	297	187	185	95	89	75
Women						
Minority	51	35	38	1	6	0
Nonminority	234	109	73	36	123	56
Total	342	211	206	107	155	98
Modern Languages						
Men						
Minority	59	24	43	14	23	8
Nonminority	286	121	154	62	78	84
Women						
Minority	71	17	38	49	21	8
Nonminority	209	76	80	58	91	65
Total	453	142	218	103	149	130
Philosophy						
Men						
Minority	47	16	6	11	2	43
Nonminority	267	141	111	63	115	178
Women						
Minority	11	0	1	0	11	0
Nonminority	105	38	42	6	73	58
Total	288	167	130	64	134	189

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